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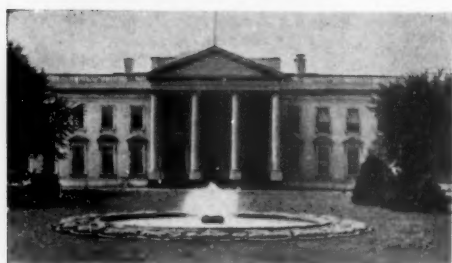
J. W. FAUST



Washington *will welcome you*

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The Making of Mediocrities

How Much Does the Child Know?

BY ZELIA M. WALTERS

THE little boy was telling me all that had happened since we had been separated.

"And I saw some ants on the flowers, and mother got something to put on them to drive them away," he said.

"Do you mean ants or aunts?" I asked with a smile. The little boy and I have many jokes together.

"I mean ants," he said, smiling also. "Not aunts." He gave the correct pronunciation for each. "Mother doesn't chase the aunts away. We like to have them."

"Yes, it would be shocking if she put something on *them* to drive them away," I said gravely.

He finished his story and went away.

Said the visitor, "How does a five-year-old child know the difference between ant and aunt? Most people say the words just alike."

"I suppose it is because we've always talked to him as if he were an intelligent being," I said.

I was putting the three-year-old child to bed. A story is as much a part of the bedtime ritual as the prayer and the bath. Robin wanted the story of Jason and the Golden Fleece. The two older children, four and six, were away. So I decided to cut down the story. Such a baby probably didn't understand what it was all about anyway. So I began where the heroes could not push the boat into the water.

"But" objected Robin, "You didn't tell

how he went to school to the man that was part horse. And about the old woman and the peacock that he carried across the river, and why the king was scared when he came before him with one sandal."

So I went back to the beginning, and recounted Jason's adventures in full.

God is here with us all the time, I have taught the children.

"I can't see Him," objected Robin, putting out an exploratory hand into the air.

"He's here even if you can't see Him," explained Sandy, the elder. "It's like warmth. You can feel it on your hands, but you can't see it."

"Why do we swat flies, when we are never to hurt the birds or the little creatures out of doors?" asked Sandy.

That was a weighty question, and needed a well considered answer. I went into the matter at length. The flies spoiled our food, made us ill, or perhaps killed us. We could not have them in the house with us. There were other insects that must not try to live with us. When they were doing harm they must be destroyed, but quickly, and without cruelty. It was wrong to torment even a fly. If the flies and other troublesome creatures would stay away off somewhere in the distant forests we would not destroy them.

Sandy thought it over, and drew his conclusion.

"I suppose God made them to live off somewhere by themselves. But they haven't obeyed, and so they get into trouble."

How much is a child capable of knowing? Very little, we short-sighted adults usually conclude. The trouble is that so few

of us remember anything about the thoughts and feelings of our own childhood. We just draw a hasty conclusion that when we were small we were unable to understand anything. So we simplify education continually. Parents, teachers, children's writers have made a small model of what they think the child mind should be, and they go on cramming that swelling intelligence into the tiny mold. The result is that we are probably manufacturing mediocrities, if not actual morons, out of what might have been intelligent minds.

A woman recently came across a scrawled little diary that she had kept from her seventh to her tenth year. She read with amazement and illumination.

"I can hardly believe I wrote it," she said. "What things I thought out! What astonishing comments I made! My mind at eight was more mature than I have supposed my fourteen-year daughter's is."

If we had all kept a childhood diary we would find the document very helpful when we come to deal with our own children. But so far from keeping a written record, most of us have even wiped our minds clean of childish impressions.

Now and then a parent sets himself seriously to find out just what a child can learn. The results astound the world. The wonder child is written up in newspapers and magazines. Yet in nearly all these cases the parents insist that the child is not unusually talented. He is just an average child, intelligently developed.

Just now I have close association with several children, the eldest of whom is nearly six. I have gone on the assumption that they have minds somewhat like my own, but with less experience and information. And perhaps some of the things I have learned will be interesting to parents and teachers.

I have dealt with children all my life, having begun teaching when I was thirteen. I have taught in public school, Sunday School, social settlements, and playgrounds. And I have children of my own. So I am not so likely to draw wrong conclusions from just a single case.

I believe that nearly all children are

capable of far more thinking and reasoning than we allow them to do.

There is the story of the little boy with the new pants. Mother had made them for him, and hadn't allowed enough room. He came in soon.

"Mother," he said, "I can't wear these pants. They are too tight. They are tighter than my skin."

"Nonsense," said mother in her large adult wisdom. "Nothing could be tighter than your skin."

"Yes, they are. For I can sit down in my skin, and I can't sit down in these."

You see, he could reason out to a conclusion.

A little lad of two was visiting a child several years older. Becoming exasperated at something, he slapped his host.

Then he looked around, probably feeling that he was lacking in social poise. The elders looked at him in shocked silence. He was never shouted at or scolded, so he did not expect that. But the silence he knew was a rebuke. For a moment nothing was said. Then nonchalantly the young offender remarked, "I smacked a squito on Laddie." He had laughed immoderately the day before when he had been taken to the woods, and had seen his family slapping at mosquitoes on themselves, and each other. He hadn't seen the mosquitoes himself, and probably had only a hazy idea of what they were, but he had wit enough to utilize what he had learned about them.

The children of whom I write are not unusually gifted ones. They are average children intelligently treated.

Children of three and four have a sense of right and wrong—different from ours to be sure, but clearly defined. They can and do accept responsibility. They have a sense of humor, and great self respect. They can look up to an ideal and assume its virtues. They can be shamed, and grow sly and deceitful. They can be encouraged, and grow brave and magnanimous. They have a sense of the unseen world about us that old people sometimes lack entirely. Witness the cases of those children who have an unseen playmate, quite as real to them as any of the members of the

family. They have imagination in a larger degree than any adult—except possibly the poet. A small child does not say, "Let's play sailor"; he says, "let's be sailors." And when he is a sailor, or a pirate, or an elephant or a horse, or a butterfly, he lives his personification whole-heartedly. A baby a few days old is already a distinct personality, with his individual reactions to the things about him. A child a few years old has within him all the dormant powers of intellect that would equip a Socrates, a da Vinci, a Spinoza. And we treat him as if he were a mechanical doll, furnished with speech, but incapable of real thought.

Said a high school teacher, "I am appalled at the number of things these youngsters of sixteen and seventeen do not know. And worse than their ignorance is the fact that most of them have no intellectual curiosity whatever. They do not *want* to know. They do not care about the why and wherefore. I can make any statement in class. They receive it apathetically, and set it down in their notebooks. How I'd welcome a pupil that would say, 'Why are we to accept that as the truth?' They do not seem to know the word why."

But how should they know it if from babyhood their minds are kept strapped down? If you were to put a year old child in a baby cart, and keep him there until he was ten or twelve, never allowing him to use his muscles, you would make a physical wreck of him. If you carry his mind around in a mental baby cart you will get similarly bad results.

A foolish mother flies to the defense of the child who has been guilty of injustice or unsocial behavior.

"He's so little he doesn't know any better," she cries.

But he does know better. He knows perfectly well if he has treated the other fellow badly. Witness his calculating air as he waits for a verdict from the powers that be. He knows there should be a penalty. But it doesn't fall. "He's too little," mother says. But how quickly he adopts mother's excuse, and hides behind it. He continues to impose on the other children, knowing he is too little to be called to account. And

so we have another individual shirking his responsibilities, making excuses, sliding his load off on to other shoulders.

An unspoiled child, with his mind left free is a bundle of questions from the time he can talk up to the age when he imagines he has solved the problems of the universe. And pity the child who is left to an ignorant servant who cannot answer truthfully, or to impatient parents who won't take the trouble to answer. Why? Why? demands the child, from morning till night. The astounding world is opening before him. Most wonderful things are true. Anything may be true. "Are you sure there are no fairies in the wood?" "How do you know the animals don't talk to each other after we go to bed at night?" "There might be a bear under my bed, you know, a fairy bear that can come through the air like electricity." "Go to sleep honey. If it's a fairy bear you know perfectly well he won't hurt you." "Of course not. If it's a fairy one he'd like to play with me. There are no meat bears left in this part of the country."

This child mind that is so quick and sensitive to understand and that reasons things out so cannily, lacks only the qualities that are developed by experience. Our power of judgment is the fruit of experience. Children are poor judges. You say to the child, "If you have a cookie now you cannot have one for dessert at dinnertime." Nearly every child will choose the cookie now. He cannot project himself into the feeling he will have at dinnertime when the others get their cookies. He lives in the now, and he'll choose the present good. But if you have any sense at all about child training you will see to it that he does not get another at dinnertime, not even if he weeps and feels very badly about it.

Our discerning of truth and falsehood also are the result of experience. Many a child is branded as a liar when he simply doesn't know what the truth is. The little boy rushes in to tell you that a blimp is passing over the house, so low that the men leaned out of the cabin to wave. Well, that is a wonderful thing, fit for a fairy tale. But you hear the motor, you go to the door, and see the balloon from the experiment sta-

tion passing over your street. An hour later the lad runs in to tell you he saw a golden fairy flying over the trees. You tell him sternly that's not true, tax him with a lie, and perhaps punish him for it. How do you know he didn't see the golden fairy? Every untrammelled child sees things "that never were on land or sea." And sometimes he sees them as plainly with the eyes of the spirit as you see your material world with the eyes of the flesh.

How much does the child know? Some philosophers tell us that he has all the wisdom of the ages packed away in his subconscious mind. To discuss that is outside the scope of this article. But any observer can prove to herself that the child knows a great deal. The two weeks old baby knows whether he can get anything by crying. The six months old baby knows when you have planned to go out. He knows when you are calm or happy; he knows when you are worried, or tired or angry. The child just able to toddle knows whether you will hold him to the law, or whether he can get around you and evade it. He knows whether you are truthful, and when you have promised him a gift or a pleasure, he knows whether he can rely upon it or not. He knows whether your outlook upon life is cheerful or gloomy, and whether you will see the good or ill side of a situation.

With all these powers of mind developing, in some degree surely we ought to treat the child like a reasoning being.

When we read children's books and magazines we incline to the opinion that editors are the worst offenders of all in this matter of keeping the child mind in swaddling clothes. What twaddle they print for children! But the children read it, cry the editors. Of course they read it. It is all they have to read. Have you yourself never been reduced to reading a fly specked magazine a year old, in some little country hotel? The terrible thing about it is that the children read it, and slowly dwarf their minds until they are not able to read anything better. There is a rule in the offices of all children's editors that stories for small children must deal only with things already known to them, that the words must be of

the simplest, and that repetition makes the best story.

How is this borne out in contact with a real child? The little folks to whom I am telling stories now invariably choose the longest and most complicated stories, King of the Golden River, Rikki Tikki Tavi, The Golden Fleece, The Pied Piper, Hiawatha. They fairly revel in new words and objects and situations. One wonders just how the child is to enlarge his vocabulary and his stock of knowledge, if his stories deal only with things he already knows. "What is a sandal?" they ask when it is first mentioned in the story. I describe it, and show them a picture. They never ask again. They know what a sandal is. They know the names of the Greek gods, and the language of classic myth. They can reconstruct scenes in far off lands, and distant times. And as for that simple vocabulary upon which the editors insist—I wish they could hear Robin, who is three, explaining that an oracle is something that talks out of a hole in the ground, and tells you what will come to pass, or six-year-old Sandy saying casually, "People who are greedy overreach themselves, don't they mother?" or on another occasion, "I like Jack best of all the boys in kindergarten. He's sort of sympathetic."

We like books that open a new world to us. I think children like them even more.

As for the repetition stories, The Little Red Hen, The House That Jack Built, The Three Bears, the Old Woman and the Pig, the children receive them politely if I tell them. They seem to like them, but they never ask for them again.

Consider for a moment the books that have been acclaimed classics by the universal judgment of childhood. As you think over the list are there many of them of the extremely simple type that editors today seem to think the children need?

Give the child mind a chance. Cease making mediocrities. Place before the child a mental diet that will require it to reach up. Assume as a truth the psychologist's belief that the child mind is just as capable as yours, lacking only your experience. The child knows a great deal, and what he does not know the soul within him senses.

An Indoor Sand-box

BY ANNE PEREZ-GUERRA



The Happy Child Is the Busy Child

THERE is nothing that gives to the mother of young children quite the freedom that a sand-box does. But with winter here and the children playing out of doors less and less, they are deprived of its enjoyment and mother's peace of mind departs.

Because I appreciated the undoubted delight the out-door box gave my children, I planned last summer to have one indoors for the winter. I shopped around a bit for estimates as to what a tray would cost, and found to my surprise that I could have one made for the small sum of two dollars and seventy-five cents. It was to be made of galvanized iron and to measure twenty-six by thirty-six inches, and to be five inches deep. We planned to set it on an old table frame from which we had sawed off about eight inches from each leg. This made it the correct height for them to play in when they were sitting down. Nearly every household has an old table which could be promoted to this use. If not, a second-hand one will do very well, and its cost need not go over two dollars and a half. I have priced them for less. This brings the total cost around five dollars—a little more if painted and if sand has to be purchased. We found that one hundred pounds of sand was ample for a box of this size.

The tray was finished the day after I ordered it, and it was well made. The joints had been carefully lapped and soldered and the top turned down about an inch over a heavy steel wire. This made it very strong,

and every mother knows that this is a prime consideration in equipment for small children.

The tray and table frame were set together, though not fastened, for we expected the weight of the sand to hold the tray in place, and the whole was given two coats of jade green lacquer. The cost of the sand-box had been less than most parents willingly pay for a toy that will not give half as much satisfaction, and it was a really beautiful piece of playroom furniture.

There is no danger that the tools of an indoor sand-box will be carried off. Sieves, cake moulds, pans and spoons "stay put," and the child may go right on playing without having to hunt for them. My children use wooden spoons, for I find that the constant stirring that goes on is not quite so rasping as when metal spoons are used. Every mother who sees our box gasps and says, "But don't they get it all over the floor?" I have to admit that they do! But I also add that they will please notice—the box stands on bare floor, and we sweep the sand up and strain it back in again.

Even though the sand does stray, the sand table offers far greater educational possibilities than may readily be supposed. The most fascinating of constructive work is the making of representative villages. One in which we took particular pride was the model of a small town in Porto Rico, where we spent several months last year. We knew every mountain that surrounded

it, and the location of each tiny thatched hut that dotted them. We knew each twist in the road and every rock in the river. The houses of our friends were faithfully depicted and the school with which we were intimately connected was built in great detail. It was astonishing to me to learn how vividly a six-year-old remembers, and the fun we had doing it can never be described.

Apropos of sand table villages—while it seems a fine thing to present a child with a box of houses and people already cut out and just waiting for him to stand them up where he wants to put them, I personally feel that it kills his originality. To be sure, his handmade houses and people will be grossly out of proportion, and look crude and unfinished to your eyes, but praise his efforts and overlook the discrepancies. His eyes see far more than he has made, and you must train yours to do the same.

We made a fascinating little fishing village. A pan was sunk in one corner of the table and bordered with pebbles and shells. A pier built of twigs stretched out into the water. Out of the halves of walnut shells can be made the most romantic little brigantines. Into the bottom of each shell press a tiny wad of clay. This is to serve as ballast and as a base for the sail. If no clay is at hand, chewing gum will serve as well. The mast is a toothpick, and the sail a triangular bit of white paper glued fast to it. These little ships will actually sail, if coaxed along with a gentle breath.

The most realistic trees can be made from cheap sponges, which have been dyed green. We bought two at the ten-cent store and they furnished a whole forest!

There are various ways of making houses, from cutting out the colored pictures in

magazines and mounting them so that they will stand up alone when thrust in the sand, to more elaborate methods. I think one of the best methods is to model them over a cardboard base, using artist's clay. This comes in the form of flour, at five pounds for forty cents. The ends of all small boxes can be saved and used as foundations. These are more permanent than paper models, and offer more opportunity for originality. They can be painted with water colors when dry, and can be used over and over in the child's play. The child himself will provide the "fixings," if you give him freedom. He will add porches and pillars, chimneys and shutters. Far better to let him work out his own plans than to overwhelm him with suggestions. Your more experienced eyes will see a thousand shortcuts for him in his labors, and your quick fingers will ache to do it for him, but remember that he learns more thoroughly by going the longer way around.

Walls can be made of strips of paper colored to represent bricks or stone. Lovely farmyard fences can be made with lengths of pipe cleaners' wire twisted around matches for posts. Everything is grist that comes to the mill, and nothing that might be utilized by the child should ever be thrown away. Safety match boxes, tissue paper, spools and rubber bands are all apt to find strange uses. The child must be surrounded with material. And though the work of his hands is awkward and uncertain, his soul will expand and his heart will be gay. The happy child is the busy child, the child who feels always that there is work for him to do and the mother of such a child has untold leisure. She has given him the key to his own powers.

You—and Your Car

*You know the model of your Car,
You know just what its powers are.
You treat it with a deal of care
Nor tax it more that it will bear.
But as for self—that's different;
Your mechanism may be bent,
Your carburetor gone to grass,
Your engine just a rusty mass.*

*Your wheels may wobble and your cogs
Be handed over to the dogs.
And you skip and skid and slide
Without a thought of things inside.
What fools, indeed, we mortals are
To lavish care upon a Car
With ne'er a bit of time to see
About our own machinery!*

—JOHN KENDRICK BANGS.



The Picturesque Public School in the Village of Lützelfüh, Canton of Berne



Education in Switzerland

BY MARIE WIDMER

EDITOR'S NOTE.—This article is of special interest because the International Federation of Home and School will meet in Switzerland, July 25-August 4, 1929.

SEVERAL years ago William Knox Tate, State Supervisor of Elementary Rural Schools of South Carolina, journeyed to Switzerland especially to study that country's educational system, and the interesting experiences and impressions he gained on that extensive tour of investigation were afterwards published by the United States Bureau of Education in Washington.

"When I think of the Swiss schools," reported Professor Tate, "the first image which comes into my mind is the monument to Pestalozzi at Yverdon. A picture of this monument was hanging in every school-room which I visited in Switzerland. It had been placed there by the Swiss Confederation as a tribute to the simple teacher whose life meant so much to Switzerland and her educational system. Not only did I find the picture of Pestalozzi in the school-room, but in most instances his spirit was there also. This spirit manifested itself in the most ideal relations which usually existed between teachers and pupils."

Switzerland, a small country, that in addition to Pestalozzi, has produced educators like Rousseau and Froebel, realized long ago that the successful existence of any democracy is dependent upon the intelligence and education of the individual citizen. The Swiss people, therefore, never found too heavy the sacrifices that were demanded of them on behalf of public instruction. They always understood that in elevating their children they were elevating themselves.

The Swiss public schools may be classified as follows:

- a. Schools for children under compulsory attendance age.
- b. Schools for children of compulsory attendance age.
- c. Schools for children beyond the compulsory attendance age.

The Schools for Small Children between 4 and 7 years of age are generally conducted in accordance with the teaching of Froebel. In the German-speaking Cantons the kindergartens are devoted to educative play and true kindergarten work in the American sense of the term until the children are at least 6 years old. In French Switzerland, however, the kindergartens are a part of the obligatory school system and as such they begin with formal instruction when the children are about five years old.

The Elementary School generally comprises from six to eight and sometimes nine years of compulsory full-day attendance, often followed in the case of the shorter period by one to three years of attendance for a greatly reduced number of hours per week, at most two half days. The most prosperous and progressive Cantons have the longest period of obligatory attendance. The part-time schools in the different Cantons are known by various names: Repetition school, Complementary school, Review school or Practice school, but there is at present a tendency to discontinue them and substitute in their place an additional year of full-day attendance, or one or two years of full-day attendance during the winter.

In some Cantons complementary school is obligatory for boys only, so as to bring them up to the required standard a year or two before they begin military service, and the girls receive instead, instruction in sewing and household economics.

As an accompaniment to compulsory attendance, the national constitution provides that instruction in the primary schools shall be free of charge, and in the majority of districts school materials are furnished. In providing free books and supplies it is customary for the Canton as a whole to bear 40 to 80 per cent of the expense, and to leave the remainder to the communes and school districts.

The Secondary School in Switzerland bears a number of names. In general the term is applied to a school parallel with the elementary upper grades, but with a longer and more extended course of study. The curriculum invariably embraces one or more foreign languages. In the majority of Cantons pupils are transferred from the primary to the secondary schools on the basis of an examination conducted by the school which they are about to enter.

The next step for a higher education is provided by the so-called *Middle or Intermediate Schools*. These institutions, which continue beyond the eight- or nine-

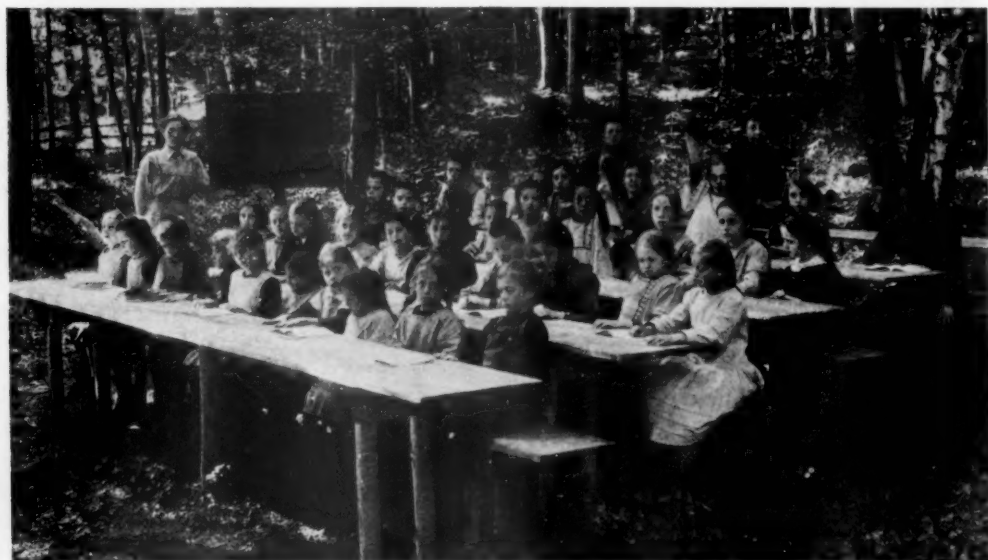
year period necessary to complete the primary and secondary grades, prepare for admission into the universities or the technical schools. In this class one also finds schools which, in addition to the continuation of instruction in general cultural subjects, place special stress upon the vocational training of the students in technical, industrial or agricultural directions.

Seven *Universities* of the highest rank are another distinctive feature of Switzerland with its population of 3,800,000.

Side by side with the state-controlled schools, private tuition plays an important part in Switzerland. These private schools are under the supervision of the Cantons; they are carefully organized and their teaching staff consists of men and women who have received their regular state diplomas.

A number of "alpine institutes" for boys and girls have furthermore been established in the high mountain regions, where children of frail constitution may enjoy the benefit of the invigorating alpine climate together with regular schooling throughout the year.

The development of character and intellect, as well as physical training by means of work in fields and woods, hiking and moderate climbing, is the particular aim of the so-called "Ecoles Nouvelles" (Progressive Schools).



The Forest School Near Zurich

Ten Pegs in the Rural School House

BY MINNIE JEAN NIELSON

Former State Superintendent of Public Instruction, North Dakota

PART I

ONE of the most all-absorbing problems today before all persons interested in rural education is how to equalize educational opportunities for all children. The typical one-room school cannot offer the educational opportunities that can be offered by the school where the organization is based on modern administrative principles. The parent-teacher association movement is one of the most far-reaching factors in the solution of this problem which has yet been discovered.

After a good many years in school administrative work I have come to the conclusion that educational progress is in direct proportion to the desires of the people of a community, and the schoolhouse represents the educational ideals of that community. Therefore the parent-teacher association is a factor in securing equal opportunities because it is a wonderful medium through which to create and develop public opinion.

In order to secure equal educational opportunities, vision is necessary. So often there is lack of the long look.

Let me present six pegs upon which to hang some thoughts as to how the National Congress of Parents and Teachers functions in securing better modern schools. These pegs are S-E-C-U-R-E. The work of the Congress develops the following qualities:

S. Sense of values—We often talk of the three R's; let us emphasize now the three V's—Visualize Vital Values. To many the material things of life loom so large and are grasped so tightly that the worthwhile things are sacrificed for the accumulation of the material. The parent-teacher association programs help to overcome this shortsightedness. They encourage the long look, and through the development of this long

look many a bond issue for a new modern school building has been put over successfully. A new vision is created as to what is really worth while in life.

E. Educational ideals and ideas—To many, education has meant the act of cramming facts into the child's mind rather than the development of the whole boy and the whole girl. Education has to them meant learning to say the A B C's and the multiplication table with no thought of character and health. The parent-teacher associations through school visiting and a better understanding of the meaning of modern education have caused many a community to secure a better school building and a teacher qualified to administer a school on correct and modern principles. They have had held before them the slogan, "Create Complete Citizens," and the old one-room school building and makeshift teacher have been replaced because of the educational ideals and ideas obtained through the association of parents and teachers. They have learned that schoolrooms should not be cross lighted, should be properly ventilated, that the old stove in the middle of the room might well be called the "warp" system of heating, for while one side of the child was warming the other side was freezing; that the old outside toilets were physical and moral menaces.

The value of play and equipped playgrounds, the value of music and art in the modern curriculum, have been developed through the influence of the National Congress of Parents and Teachers.

C. Community life—Many people leave the farm because of a lack of social life. They are lonely. There is an unsettled condition, a lack of permanency; renters are

moving and shifting because they are not a part of a community. Certainly no small part of the value of the parent-teacher association in rural communities is the development of the social life. After a parent-teacher meeting one woman remarked that she had not supposed it *possible* for anyone to have such a good time as she had had that night. The parent-teacher association promotes a friendly spirit. It changes the mental attitude toward life, which is a large factor in promoting better school conditions. A teacher in a one-room school recently described the good times they had this past winter through the organization. At the March meeting 175 were present, packed in like sardines, but they laughed and sang, and discussed how they must enlarge their building. They certainly "contacted" their neighbors! In many rural communities an unfriendly spirit approaching hatred has developed between the town and country. Parent-teacher associations are overcoming this, as was seen not long ago where two rural associations in a town each gave a play, the proceeds of which went to improve the village cemetery. A merchant who has been in the store business for twenty-five years, told a county superintendent recently that although he had lived there all these years and had *seen* the people of the surrounding countryside almost daily, he had never *known* them until the parent-teacher association was formed there. The members of the town association put on a program and invited the rural association. They in turn put on a program and had the town group as guests. An interesting fact was that the rural people were Russians. Many could not read English. They put on a play, and those who could not read English were taught their parts by those who could. It meant weeks and weeks of patient drilling, but they kept at it and the play was a big success. It was what the merchant described as "a scream." He laughed until he fell off the seat, but the actors enjoyed the experience as much as the visitors, and now this exchange of programs is to be an annual affair. The town people went out in bob-sleighs in great numbers and none can estimate the result of this cementing of

town and country. A Minneapolis woman moved to a small town of not more than 50 people. She expected to be very lonesome. She told me she had never had a better time in Minneapolis than she had had in this little place, because of the activities of the parent-teacher association. They have a wonderful junior band and have developed much musical talent. Another county superintendent told of a man in a foreign community (where they had not been very much interested as to whether "school kept" or not), who appeared on the program to discuss "The Modern School and Its Needs." She said he had labored hard to prepare it, and not much was his own, but the fact that the community was interested in having such a subject was, she felt, a far step forward.

U. *Unity of purpose*—One of the greatest needs of the rural school is a larger unit of taxation and administration. The following story shows how the parent-teacher association has been a factor in promoting this important step in equalizing educational opportunities. A young man in a one-room school decided to form an association. The people discouraged him. They said everybody fought, and there was no use attempting to get them together. An association would not go. The young man would not be discouraged. He prepared a school program and invited everybody. A few came and enjoyed it. Another meeting was held and more came. Gradually the people came in greater numbers, until the old schoolroom was crowded. They came not only from that school district, but from the adjoining districts. They had to erect bleachers in the rear of the schoolroom and crowd the people in as at a circus. Others looked in at the windows, and still the crowd came. Someone said, "Let's build a community hall." Others said, "No, let's build a new school with a big auditorium." "The district is too small. We haven't the territory," said others. "Then let's add more territory and have a consolidated school." From that grew a fine township modern consolidated school, now doing four years of high-school work. It is the center of social life for miles. The people no longer

quarrel and fight; instead they have fine concerts and lectures, and their dramatic programs are of high order. They have good moving pictures, and are proud that they live in a district that has as fine a school as any town. This solidarity of effort and unity of purpose spells educational progress. In our state many of the people have come there as pioneers. They have developed the habit of independence. When a boy wanted a sled he could not run down town to buy it—he made one for himself. To a certain extent that is a good thing, but it tends to prevent cooperation in the big things. It does not teach teamwork. The parent-teacher association promotes a friendly spirit. As people know one another better they like one another better. They sing together, they play together, and gradually a desire for better school conditions grows. They work together to buy a new picture, then a new piano, or a piece of playground apparatus. They work together in beautifying the school grounds and all the hundred and one projects which parent-teacher associations are promoting, and that unity of purpose is making possible unity of area. Certainly one of the most potent factors in bringing about larger units of taxation and administration is the parent-teacher association.

R. Responsibility of citizenship—Many people have never sensed the fact that they are members of a social order until they have come together in groups at parent-teacher meetings. They did not realize that they had responsibility as citizens, that they really owed something to society, until they were taught through committee work and other agencies in the parent-teacher association to do their parts. This work certainly develops responsibility. It helps them to realize that they are, as parents and neighbors, chums or comrades of their children, and the junior citizens of the community have a claim on them. The

kind of men and women these boys and girls turn out to be depends so largely upon the kind of citizens their parents and their neighbors are today, depends so largely upon the educational opportunities these older citizens provide for them. The well-selected library, the stimulating pictures on the wall, the appearance of the school grounds, the teacher well prepared from the mental, physical and moral standpoint, are determining factors in the life of the children, and the grownups have a decided responsibility in citizenship. We say to the child, "Don't do that," or "Don't do this," but what substitute are we providing for entertainment? Just how "chummy" has the neighborhood been to the girl or boy, is a question that is being asked of the members of parent-teacher associations, and is making them think that as citizens they are "their brother's keepers."

E. Effort of the individual—Not long ago a lady making an excellent speech at a parent-teacher association meeting, said that when she first joined the association she did not dare to second a motion. This has been the experience of many a one. It has given confidence and assurance to the timid. It has made many a mother, anxious for the educational advancement of her children, "speak up" in behalf of a movement to bring better educational opportunities to a remote community. It has awakened the individual to put forth effort for the progress of the whole, just as the individual has been taught to make an effort to develop himself. After a good school has been secured it must be maintained. Nothing can run itself. Again the National Congress of Parents and Teachers has been and is a definite factor. They work to secure equal opportunities for all children, and then they work to maintain those opportunities by co-operating with the school on all possible occasions and in all possible ways.

Next month there will be some more pegs.

"Let us have no more croakings as to what cannot be done; let us see what *can* be done, and above all, see that it *is* done."—*Alice McLellan Birney.*

Saving and Spending

BY ANGELO PATRI

"**I** MAKE each of the children save a good part of his allowance. They must learn thrift."

"What do they do with it?"

"They save it."

That sort of saving does not teach children thrift.

Thrift infers a wise spending as well as saving. Thrift means a conservation and a use of what we have. Not a hoarding.

HELP THEM CHOOSE

Children and youth are born spenders. They have no idea of the meaning or the use of money. Too inexperienced to know that most of the things they see in the shops are of no use to them, that most of the stuff people load themselves down with is nothing but a burden, they go out to gather what possessions they can. Buying them is one way to set about accumulating things, so they spend money for everything in sight.

Of course that won't do. But how, if they never spend any money, if they never know what it is to conserve money so that they can buy something that they very much want by and by, if they have never experienced the need and the achievement that the wise use of money meets, how are they to learn it?

It is not the slightest use to tell them that they'll need the money some day. That is only sounding words to the child who has never truly needed anything that he did not get. And if the child does not, of his own wish, save the money, then he didn't save it at all and can have no interest in it. You saved it and the interest, both kinds, belong to you.

THRIFT WEEK DAYS, 1929

Thursday, January 17:
National Thrift or Bank Day
Friday, January 18:
National Budget Day
Saturday, January 19:
National Life Insurance Day
Sunday, January 20:
National Share with Others Day
Monday, January 21:
National Own Your Home Day
Tuesday, January 22:
National Make a Will Day
Wednesday, January 23:
National Safe Investment Day

AROUSE THEIR INTEREST

There must be a motive for saving. The child wants something he sees and you tell him to save his money and buy it. Now he truly saves. Each penny he sets aside, each bit of self-control he exercises in the saving, each forward look to the end in view, the thrill of adding the last penny to

the pile and the triumph of the purchase is all going to make the saving and spending an educative, a pleasant experience. If he makes a mistake in the purchase be sure that, too, will be educative. There will be meaning in his saving thereafter.

When you hand a child a dollar and tell him that 50 cents is to go to the savings bank, 20 to church, 5 to put in the missionary box, you have given the child 25 cents. The rest of the money did not concern him at all. It was never his.

TRUE THRIFT NOT HOARDING

If out of 25 cents he saves some each week to go to the circus next month, he is a thrifty child and gets education out of his allowance. There will be no danger of his growing into a hoarder.

I know an old man, eighty-odd years of age, who saves every penny he can squeeze out of his living expenses and returns it with whatever income checks have come into the bank for investment. He trembles with weakness and dodders along on a cane, but he can't spend a penny to make himself comfortable. "I must save for my old age," says he. He had only one kind of money experience—hoarding—and it stuck.—*By permission of New York "Evening Post" and the Bell Syndicate, Inc.*

Echoes from Founders' Day, 1928

COMPILED BY MRS. FRED M. RAYMOND

Acting Chairman, National Founders' Day Committee

THE birthday anniversary of the National Congress of Parents and Teachers has been celebrated on February 17 each year since 1910, when Mrs. David O. Mears presented the plan at the annual convention. The success of this feature of the Parent-Teacher program has been largely due to her untiring efforts. The birthday gift last year was, for the first time, divided equally between the state and national organizations. Eleven thousand and six hundred dollars was realized in this way for national extension work. The "Suggestions for Founders' Day Programs," by Mrs. Maude Bachs, California, presented in the February, 1928, *CHILD WELFARE MAGAZINE* will prove most helpful. Other novel ideas will appear next month.

NEW YORK—MRS. SELDEN HALL, *State Chairman*

Yonkers' School No. 8 called their celebration a General Recognition Day. Invitations were sent to charter members, former workers, faculty, district chairmen and council presidents. Taking advantage of the color and atmosphere which the birthday month of February could bring, "Back to the Beginning," a colonial background, formed the setting for the tableaux. A spinning wheel, a flag, an antique tea table holding two old silver tea services, a centre piece of old-fashioned flowers, a birthday cake with thirty-one small American flags, and a white candle in the centre, formed a picture completed by two charter members in colonial costume, smiling and knitting at either end of the table. Four young daughters of former members, also in colonial costume, stood ready to assist, while they in turn were attended by two tiny colonial maids in demure garb of lavender and yellow.

The first part of the program was called "Parent-Teacher Story Hour."

- I. "The Dream for the Nation," a reading from the pamphlet, "The Founders."
- II. "The Dream Come True," a ten-minute talk on what the national congress has achieved, the significance of state and district work.
- III. "Once Upon a Time," the story of the founding of the local association told by the founder and chief source of inspiration, Mrs. Edward Harding.
- IV. "After That," high lights and humorous situations in local work during the different administrations up to date.

The president's Tribute to the Founders was given as she stepped to the tea table and lighted the candles, while the audience rose and repeated the first verse of The Gift Bearers. The program continued with awards for distinguished service, in the form of the national emblem on strips of blue ribbon, given by the president of the Council to the different presidents with reference to the service each had performed. A tiny kindergarten granddaughter of one of the charter members presented Mrs. Harding with the flowers from the table in token of appreciation from the children for having achieved the kindergarten for them, as well as the addition to the school.

After this program, the colonial maids passed tea and cake. The good fellowship induced by the spirit of appreciation made the social hour delightful, and the ideal of service was passed on to another generation of workers.

MINNESOTA—MRS. S. B. JOHNSON, *State Chairman*

Tilden School Parent-Teacher Association, of St. Paul, this year honored its past presidents at its celebration of Founders' Day. The program opened with two piano selections, followed by a recital by a past president of the history of the local association from its inception in 1912. The old minutes, from which she quoted, were very amusing at times, but they had the virtue of showing that the association had always stood for worth-while things and held to its

true line of child welfare, while developing from a small group with a poor little school-house to one of our leading units with a good school building. The first vice-president of the Minnesota Congress, a past president of the Tilden School Mothers' Club, gave the Founders' Day talk, bringing out the usual historical and informatory points, and at its close lighted two candles on the birthday cake for the founders. From these four other past presidents, in turn, each lighted a candle for the national president, state president, council president and local association. The program chairman came forward with an armful of flowers in yellow, blue and green, and presented a golden daffodil tied with blue gauze to each past president and the presiding officer. The presidents retired to their seats and twenty-six members filed to the front and stood in a semi-circle about the tea table. Each held in front of her a letter of the alphabet. Reciting, in accordance with the letter held, the twenty-six statements about the national congress, each one in turn lighted another candle from the national candle until all the thirty-one candles surrounding the cake were ablaze. The program ended with the singing together of Mrs. Higgins' song, "My Tribute," after which tea was served.

OREGON—MRS. C. E. PHELPS, *State Chairman*

A novel method of observing Founders' Day was used by the Hillsdale Parent-Teacher Association at a night meeting held February 17. Following an address on the history of the association and a memorial tribute to the founders, a visual demonstration of parent-teacher work was given, as exemplified by the CHILD WELFARE MAGAZINE. At the center of the stage stood a copy of CHILD WELFARE, about 4' x 6' in size. The reproduction was perfect and the association was in debt to two of its "daddies" for it. Two little girls opened the great covers and exposed to view tableaux portraying the parent-teacher activities. These tableau pictures represented child guidance and care, health, recreation, safety, student loan, boys' and girls' character building clubs, Americanization and study

groups. This was not only an original way of putting forward the parent-teacher program, but was also an effective way of giving publicity to our CHILD WELFARE MAGAZINE.

NORTH CAROLINA—MRS. L. C. OLDHAM, *State Chairman*

Two associations in Durham presented The Oak Tree, Emblem of the National Congress of Parents and Teachers, and used an acrostic spelling Founders' Day, February 17, to pay the tribute to the founders. This acrostic was used also in a number of other places in connection with a candle-lighting ceremony.

FOUNDERS' DAY, FEBRUARY 17

- F Fathers and mothers of all kinds,
- O Organized to study our welfare,
- U United with teachers who are interested in us;
- N Neglecting nothing, but helping us to become good men, women and citizens.
- D Directing youth in Home, School, Church and Community;
- E Establishing better understanding with our schools.
- R Right living, right thinking, right cooperation making for peace.
- S' Studying the child mentally, morally and physically.
- D Doing daily their duty in love and loyalty.
- A Assuming their responsibility as God-given,
- Y Yearning for a better understanding of childhood.
- F February 17, thirty-one years ago, was the birth of "The Mothers' Congress."
- E Earnest enthusiasm has marked its entire existence.
- B Birney—Mrs. Theodore W. Birney, the mother who conceived an organized parenthood,
- R Recognized and financed by Mrs. Phæbe A. Hearst,
- U United with many kindred spirits from east, west, north and south, met in Washington, D. C.
- A Arranged definite outline of study, and chartered in 1900 as "The National Congress of Mothers."
- R Rechartered in 1915, to include fathers, and called "The National Congress of Mothers and Parent-Teacher Associations."
- Y Yielding to the desire for a shorter name, in 1924 incorporated as "The National Congress of Parents and Teachers."
- I 1,275,000 members in the United States and Hawaii.
- 7 7 Associations in Durham, plus East Durham, West Durham 2, and Lakewood, added to 342, totals 353 Associations in North Carolina.

Some other statement using the number 7 may readily be substituted by other groups.—Ed.

Problem Parents

BY GARRY CLEVELAND MYERS, Ph.D.

*Head Division Parental Education, Cleveland College,
Western Reserve University, Ohio*

Parents Who Are Always Looking Back

WHEN I was a lad of fifteen on the farm I was sent with a team of horses to a large pasture field, and told to plow. I had to draw the first furrow. I was directed to "strike a land" up through the middle of the field. My anxiety I shall not forget, for I had never made a first furrow before. Up the field I went between the plow handles, following Mag and Charlie. I looked ahead and then looked back, attempting all the while to keep in line with the furrow behind me, but the farther I went the more crooked the line became. When, at last, I reached the other end of the field the furrow I had drawn was the crookedest one I had ever seen. I was mortified. I dreaded to have my father see it. Several days later I saw my father strike a beginning furrow. His was almost as straight as an arrow's flight. I noticed that he never looked back. I asked him how he knew that he was going straight. His answer was, "See that tree? I keep looking right at it, between the horses. If I looked back I would surely have a crooked furrow."

This homely incident has a big lesson for us parents. To some of us it may suggest the words ascribed to the Great Teacher: "He that putteth his hand to the plow and looketh back is not fit for the kingdom." It was the crooks in the furrow behind that made more crooks in the furrow ahead.

When in early January we try to look into the next year we find ourselves with our eyes upon the crooks and kinks of the days which have gone. We are not so likely to look at the straight places. We set ourselves to thinking of our failures. Our success seems to vanish from our sight.

The psychologist has discovered a mental law which helps explain the way we act

in this respect. He calls it the law of association-by-contrast. Certain experiences tend frequently to make us remember or think about their opposites. A poor meal may remind us of a good one, a good attendance at a P.-T. A. meeting, of the poor attendance which we had last time. When, as parents, we look ahead with new purposes, there come to our minds some old wrong things which we have done. Almost everything, indeed, which we attempt to do better as parents is tied up with something which we have not done so well. All effort at improvement seems to drag along in our memories some failures or some reminders of shortcomings.

A few parents, after reading these articles, or other articles or books on parent education, or upon listening to lectures on the subject, may become so depressed, so dissatisfied with their seeming failures and with themselves as parents, that they are overwhelmed. Such parents may grow very miserable, their emotional and mental health may become endangered; certainly their happiness is impaired. Some are so disgusted with themselves as to resolve that they are going to set everything right the next day. Strange as it may seem, when we become much disappointed with ourselves, we often try to rise above our feelings by being very unreasonable with our children or with others. I suppose we must all confess to having scolded or punished our children or to having shown strong displeasure with their conduct at moments when we felt condemned for having overlooked some bad behavior in them, or for having failed to cultivate in them certain good habits, or to set some worthy standard.

Of course, the more books we read, lectures we attend, and study groups we en-

gage in, the more likely we are to suffer from these sudden convictions and consequent determination at immediate reform. Unfortunately, when in a feeling of panic we undertake a revolution of this sort, the child first suffers because we turn our efforts toward him to correct his habits rather than upon ourselves to correct our own.

I have advised a few parents who were panicky to stop reading child training literature, to stop attending lectures on the subject, and to cease talking about it; instead, to set out to make a written list of their successes and to try to get their mind off what seem to be their failures.

Some parents, as they read or listen to advice on rearing children, experience emotional upheavals. Big black pictures of the past rise up before them. Then and there, seeking emotional relief, they are likely to resolve after this fashion: "When I get home I'm going to tell Rebecca what she must do and must not do. She and Bill have got to go to bed on time; they are going to have some jobs; I'll set Bill to clean the basement and Rebecca to tidy her own room. They'll both eat the food that's set before them. I'll not repeat commands. Oh, there's another thing not right!—and another—My, what a job I have!—but as the parent of my children I'm responsible. Experts say it's easy; so I have to get results. No use fooling. I'll start things right tomorrow."

A mother in such a state of mind may have resolved to revolutionize the habits of her children. If she does she will surely fail. Her children will rebel. Her own emotions will grow more nearly overwhelming. She will become more disgusted with herself. She may finally decide that there is no use in it and that she never can be a good parent anyway. Indeed, in self-defense, she may say to herself, "There's no sense in the stuff you read and hear; it won't work." In such a judgment she may be right if she attempts to change children all at once, and if she attacks several problems at a time.

Parents who want to make their children happy and to have a happy home, will pray for poise. No matter what they hear or

what they read, they will not let themselves grow panicky. They will never attempt the impossible. Therefore, they will pick out only one habit or one problem at a time. They will select the one which seems most important and calmly overlook the rest. As they succeed with one they will take up another. They will never try to get immediate results. They will know that human nature changes very gradually.

For some parents my articles may have been harmful, since they attempt to make the readers see themselves as their children see them, to discern their own frailties, with the hope that they will struggle to reduce them. Some parents may be led to see themselves as hopeless, as parents who have never done things well. "There's another thing I have done wrong! How terrible! I must be the worst parent in the world! Why was I ever entrusted with such a responsibility?"

If any parent, upon reading anything I write, feels unduly depressed I beg of her or him to avoid my articles. I have attempted to leave the impression that in the last analysis *all* of us are problem parents, and that bad things which parents do in relation to their children are done unconsciously, are prompted by human frailties; that nearly all these bad things will be done to some degree, at least, and at some times, by practically every parent; and that we parents by taking thought and by making constant effort, can reduce our frailties, but that we can hardly hope to overcome them absolutely.

It may be of some comfort to a fellow parent who thinks himself at times unworthy to be a parent, to know that the writer of these articles get tremendously depressed at times concerning his own shortcomings in this respect. He, too, finds himself looking back upon his failures when he should be looking forward. Indeed, these articles are, for the most part, autobiographical.

Every now and then a mother in my classes volunteers the confession, that she really has been much relieved to discover that so many other parents have problems not unlike her own. She had supposed that no one else in the world was so unsuc-

cessful as she had been. If, then, you feel you have not been a successful parent, cheer up; you have lots of company. The chances are that you have been much more successful than you think.

It may do us good to wallow in the slough of despair at times, but if we stay there long we are in danger, and we are dangerous to our children. When we find ourselves depressed about our parental duties over several days or even several hours at a time, we need to discipline ourselves; we need to pull ourselves out and turn our faces toward the future, not to look back for a long, long while. If we have a sane and practical philosophy we just won't let ourselves dwell upon our failures of yesterday and of the last year. We shall begin to think upon the good things we have done, we shall celebrate our own successes and look hopefully ahead. "Count your blessings, count them every one" is a pretty good song to sing, to hum quietly to yourself, or to chant in your imagination, at these trying moments.

In the earlier articles I have, at several places, called attention to our tendency to blame our children more often than we praise them, to punish more often than we approve, and to pick out faults more often than we celebrate successes. Perhaps one of our worst frailties is our tendency to remember an earlier offence or fault right after we observe some trait or type of conduct in the child we disapprove. When a child does wrong, knows he has done wrong, and on its account is disapproved, or punished in some way, the way to help him is to lead him to look ahead to a happier tomorrow, to center his attention upon conduct which will win desired approval. It is no time to remind him of any earlier ills, or even to keep his mind upon the wrong just past.

A curious penchant many parents have is to draw out punishment in a tortuous fashion, to administer some kind of pain and then to follow it by frequent reminders of the offense which called forth the punishment, or to show disfavor to the child for a long while after a particular punishment has been inflicted. To illustrate, a child has

been sentenced to sit in a chair for twenty minutes for some naughty deed in the forenoon. When a neighbor drops in two hours later, or the father returns at night, the child's offence and punishment are reported in the child's presence as a matter of the day's events. Some parents make children go over at bed time the bad things they did during the day. How much better to have the child look forward to the happy morrow!

It is human for parents to remember children's wrongs, to rehearse accounts of them to others, and even to recount old wrongs to children every time a new offence occurs. But it is divine for parents to forget these ills. Once your child is punished, fellow parent, blot out from your mind the transgressions, remove them from him "as far as the east is from the west" and remember them against him no more.

One of the hardest things we have to do is to act toward a child who has done wrong—toward a child who, for instance, has lied or stolen or has disobeyed—as if he had never offended. How almost impossible it is for a child to overcome bad habits, to reconstruct himself, when he thinks we care less for him since he has done wrong!

It's a struggle for us to show genuine affection to a child two hours or two days after he had done something which we strongly disapprove. Following actual punishment, however, we may be tempted to caress and cuddle him. If we do, we say to him we are sorry for having punished him. Then we become ridiculous.

There need be no physical demonstration. Our voice and gestures, our interest in the child, our courtesy to him and consideration for him, our efforts to treat him as a personality to be respected—all are means of expressing genuine affection. In the several days or weeks following a serious offence by a child he most needs affection from us. If we are large minded and have self-control we not only shall forget the child's past wrongs but we shall help him forget them, too. As soon as his wrong behavior has been disapproved, as soon as punishment has ended, we shall complete the

sentence which had not been finished, go on with the joke we had been about to tell, and act in every way as if nothing out of the ordinary had happened. The more serious the offence, the harder we shall try within the next several hours or several days to help the child to get his attention upon approved activity and to enjoy awareness of successes; the more also shall we try to make him feel we really care for him and to prove ourselves fit to be esteemed by him. So to act toward our children calls for vigorous effort on our part. Our human frailties are against us. Victory means a hard, steep climb; but we know it is worth the struggle.

"You ought not to have done that," or "You should have done this," are favorite expressions of parents. In either statement is a condemnation of behavior which has passed. Of course our children need to have their conduct evaluated. Nevertheless, we frequently make post mortems of the way a child had acted, with no apparent purpose save our personal satisfaction. In most instances our unfavorable analysis of behavior which is past does no good at all save to

give us emotional relief, an added awareness of our self-importance. Any parent who checks upon herself or himself, will soon discover that a big ado has been made about some incident not likely to occur again, or which is past, and can in no way be repaired.

Should, should not, ought and ought not are dangerous words to use with children concerning their conduct. The only safe time to use them is when they take on the form of mere information, with no suggestion of blame or disapproval. For some one to tell us we ought to do something, without affording us sufficient urge to do it; or for someone to tell us we should not do something without providing us with the necessary motive to keep us from doing it, is most hazardous to our character. Let's keep away from shoulds and oughts. They are naughty words. They suggest despair, not hope; failure, not success; defeat, not victory.

Let us begin the year 1929 with new vision. "Forgetting the things which are behind" let us face the future with assurance that we shall improve ourselves as parents.

The Working Children to the Story Teller

Tell us a story to make us see
Things that gleamed on us long ago
Daisy meadows and fairy rings,
Greening woods, where the brown thrush sings,
And the shining blue where a sea-gull wings,
Teller of tales!

Tell us a story to make us hear
Murmurs we dreamed ere we were born;
Rippling water and running breeze,
Bobolink's note in the windy trees,
And the mighty silence of summer seas,
Teller of tales!

Tell us a story to make us feel
Childhood's blood in our veins again.
For we are tired of grown-up fears,
Tired of grown-up pains and tears,
Sick of the stretch of the sordid years.
Give us a chance to laugh again,
Give us a play hour in our pain,
Teller of tales!

—Laura Benet.

HOMELAND EXHIBIT



BY ALLEINE DAVIS BATES

New York State Chairman of CHILD WELFARE MAGAZINE

How shall we make money this year?" is the oft-repeated query of zealous Parent-Teacher workers. It is the problem of all Presidents, and the subject of much discussion at Association meetings.

No longer is the success of a Parent-Teacher organization measured by the number of gifts bestowed upon the school, or the amount of apparatus purchased for the playground. Now, we realize that the greatest gift which we can present to a school is to send to it a healthy, alert, responsive and well-mannered child. The real functions of a Parent-Teacher Association are, therefore, the education of parents to that end, and the formation of public sentiment which shall support the Board of Education in providing the best and most modern equipment for the school.

Yet there are many things which the trustees are not "in duty bound" to purchase, but which add to the joy of school life; and it is a real delight to the motherly hearts of a Parent-Teacher group to supply them. So funds are, after all, desirable, provided that, in earning them, the time and effort expended do not becloud our real aims and purposes.

A yearly money-making event can, if properly planned, add new names to the roll, strengthen the interest and loyalty of old members and promote democracy and friendliness, as well as replenish the treasury. Often persons not familiar with our real objectives, secure their first introduction to the organization at some such function, and thereafter receive much benefit from its serious programs.

The requisites of an ideal money-making affair are:

1. That it should be, in some sense, educational.
2. That it should give opportunity for active participation to every member.
3. That it should give increased publicity to the cause.

THE HOMELAND EXHIBIT, which took place two years ago in Nyack, was designed to meet all these requirements. It was a loan exhibition of the art, handiwork and characteristic products of all the European countries represented by the pupils of our school, and of the earlier American settlers as well.

Every one of our homes had certain keepsakes of other lands, brought back by travelers, or purchased at Expositions or at foreign shops. Every foreign home, no matter how humble, had treasured tokens of the mother country. All of these were

loaned, with pride and pleasure, to the Parent-Teacher Association, when proper care of them was assured.

Such articles, carefully labeled, were arranged in ten different booths around our gymnasium. The Exhibit lasted from two o'clock until ten, one Saturday, and was attended by almost every pupil of the school and a large majority of the parents. There was a committee for each booth in the Exhibit, and as this committee took particular pains to explain to the children the articles displayed, it proved most instructive to them. One bedraggled boy who came with his "gang" to "rough-house," completely forgot his evil designs, and, after listening to the members and gazing with rapt attention upon the mosaics of Italy, the pewter of the Colonists, the dainty laces of France, the carved cuckoo clocks of Switzerland, and the lacquer ware of China, exclaimed, "Gee! I've learned more here than I'd learn in a week in school!"

No charge was made for the Exhibition, so we had ten money-making committees of varying sizes, and also five preparatory committees, quite as necessary to the smooth-running of the affair. Every woman teacher of the school, every single member of our Association, 245 in all, had her definite place and definite duties on one of the twenty-five committees. Typed instructions were provided for each kind of a committee to avoid confusion and overlapping of effort.

The money-making features essential to such an Exhibit will vary in different associations. It would be a happy idea to have booths where the exports of the various countries represented could be sold. But for certain reasons our revenue was received from the following committees:

1. DRAMATIC COMMITTEE

The Dramatic Committee was the first to function. Some six weeks in advance of our date (the last Saturday in April), it selected a play and began rehearsals. The play was called "Scenes in the Union Depot,"* and was a rollicking farce, with a large number of short roles. Its name was later changed to "All Aboard," and several original acts were added.

We added a professional act by a trained dog and his master, which greatly pleased the children and fully justified the expense. Realistic scenery was painted by one of the actors. Attics were searched and yielded the vesture of the "gay nineties." The entire troupe of 49 (men, women and children, "to say nothing of the dog") romped through the matinee and the evening performance with the keenest enjoyment, which was fully shared by the audience. Reporters pronounced the cast "if not all-star, at least all startling."

The play was given in the assembly hall of the school building, so that it interfered in no way with the progress of the Exhibit in the gymnasium below.

2. BARGAIN BUNDLE POST-OFFICE

New articles, solicited from members or from business firms were attractively wrapped and placed in the boxes of a mock post-office, constructed for the purpose. The packages sold for twenty-five or fifty cents—but the value was, in each case, greater than the price, hence the name. The surprise of the unwrapped bundles, made this booth a scene of much merriment as well as a source of profit.

3. THRIFT BOOTH

This occupied an entire room, adjoining the gymnasium, and was in the nature of the popular "rummage sale." Our stock consisted largely of children's out-grown clothing and shoes, and every transaction meant a real gain to both parties.

4. FISH POND

As this was one of the joy spots for the little ones, it was difficult to get a very close view of the green and mysterious pool.

5. TOY EXCHANGE

Toys, which had been solicited from the children and repaired by the Committee, made an alluring array in their gay booth. The response of the young people had been far beyond our expectation and was a gratifying expression of their desire to cooperate with us. Many playthings and books, practically new, were among the stock, but true to our policy, we marked them all very low, that the children might profit even more than we by the "exchange."

6. SUPPER COMMITTEE

A competent committee of our best housekeepers served a two-course supper in the kindergarten rooms, where long tables had been set up and decorated with flowers, plants and crêpe paper. The menu of fruit cup, scalloped potatoes, beef loaf, tongue or ham, cold slaw, rolls, ice

* By Laura M. Parsons. Published by Walter H. Baker Co., Boston.

cream, cake, tea or coffee—all of which was from our own kitchens—was most satisfying to the weary workers. The serving committee consisted of the young teachers of the school, who seemed to enjoy this change of occupation.

7. HOME-MADE CANDY BOOTH, and 8. ICE CREAM BOOTH

These two booths need little explanation. The candies were tastefully arranged in gay paper baskets or boxes, or in waxed paper bags for carrying home. But judging by certain radiant but besmeared little faces, most of it was "consumed on the premises." Ice cream cones and candy were sold during the performance, by young girls in bright colored costumes. As they flitted here and there they added much to the scenic effect.

9. COFFEE AND CRULLER BOOTH, and 10. COCOA AND CAKE BOOTH

To make a variety these were in pavilions in the center of the gymnasium. Each had four towers, built of lath, painted white, and joined by horizontal pieces of wood. They were decorated with crêpe ribbon and artificial vines and flowers. Each booth was furnished with tables and chairs, so that one might rest and be refreshed while enjoying the animated scene.

FOREIGN EXHIBITS

The number of our foreign booths depended upon two elements—the nationalities represented in the enrollment of the school, and the treasures of the community. It was our chief desire to show to our pupils what each nation had added to the art, beauty and culture of the world. We wanted to imbue our foreign-born with a pride of birth, and to plant in all young hearts the seeds of international friendship and understanding.

Our first step, therefore, was to secure from the Superintendent a list of pupils of foreign descent in our school. To his surprise and ours, it disclosed that we had 32 per cent of foreign descent—from twenty different nations. The largest number were Italians, Negroes and Russian Jews. Seventeen other nationalities had from one to twenty-five in enrollment.

We were much perplexed as to what exhibit could be arranged for the Negro race and consulted with their leaders upon the subject. It was decided that the chief contribution of their people had been music. So at the following general meeting of our Parent-Teacher Association a large chorus of colored men and women sang a group of Negro Spirituals.

A. COLONIAL BOOTH

Every exhibit committee had six members, with two chairmen—one a teacher, to receive the loans of the school children, and the other, a mother, to solicit articles from the community. The teacher—chairman of this committee—was herself the possessor of a valuable collection of antique furniture, china, sandwich glass and the like, and brought us many of her finest pieces. In fact, this booth soon overflowed into two class rooms, so great was the desire to have the woven coverlets, brass candlesticks, Chippendale mirrors, and Staffordshire ornaments of our own grandmothers displayed with the rest. There were candle moulds, bed warmers, foot stoves, farm utensils laboriously made by hand, a collection of early lamps—from the whale oil burner, and the pear-shaped "Betty lamp" down to those of the present day, priceless lustre china and Paisley shawls. What wonder that the younger generation looked with awe at these relics of by-gone days!

B. HOLLAND-DUTCH BOOTH

Nyack was settled by the Dutch, and for many years, the atmosphere of Holland was predominant, even after the English occupancy had put its stamp upon the City of New York and outlying towns. To add local color, this booth was reserved for the heirlooms, preserved here by loving hands through several generations. Laces yellowed by age, samplers, pewter cups (in which tea was served to the Pastor), old prints, comb-back chairs, bed quilts of quaint design, glazed earthenware—for which the Dutch had a passion, and which is still preserved in the tiles of many a fireplace—all made us realize how inviting their homes must have been! One silken dress, standing proudly upon a form, was known to be over 200 years old, and yet retained all the beauty of its original colors.

It would take far too much space to describe in detail the varied and fascinating displays of the eight foreign booths. It was like taking a rapid trip around the world, to pass from one to the other. We were particularly fortunate in the fact that several of the parents of our pupils had made valuable collections of objects of art during sojourns in, or trips to other countries, and were most willing to share them with us. We had, also, a number of retired ministers and missionaries, who had rare and most interesting mementos of the Holy Land and of Africa. The booths were as follows:

- C. Italian
- D. German (Hungary, Bohemia, Roumania, Austria and Armenia)
- E. French (Switzerland and Spain)
- F. Swedish (Norway, Poland and Russia)
- G. British Isles (England, Ireland, Scotland and Canada)
- H. Eastern (China, Japan and the Philippines)
- I. African
- J. Palestine

PREPARATORY COMMITTEES

It might be well to sketch the work of the Preparatory Committees, whose activities led up to the Exhibit.

I. PUBLICITY COMMITTEE

The publicity for the event consisted of:

- a. The usual newspaper articles.
- b. Mimeographed letters from the President:
 1. To each active member.
 2. To each honorary member.
 3. To each teacher.
 4. To each parent—(sent home by the pupils).
- c. An orange leaflet, with a cut on the cover, and a poem inside, both done by our members.
- d. "Talks" at the various school assemblies by the President.

These were most effective advertising, as well as enjoyable experiences. As she looked into the sea of upturned, expectant faces, and urged the children to save their pennies for the attractions of the "gala day"; Cora, the Wonder Dog, which could add and spell, the fish pond, the bargain toys, the candy and ice cream, she felt like a veritable Pied Piper. When she asked for their assistance—how many would sell tickets? bring their out-grown toys, or ask for the loan of the family souvenirs?—every hand was raised, every heart thrilled, to contribute in some way to this alluring vision!

II. SOLICITING COMMITTEE

For this task, some of the ablest workers were selected. All the business firms, all of our honorary members were invited to give us some small contribution for this one yearly event—either for the supper or for our Bargain Bundle Post Office. The names, according to location, were divided among the members, and typed instructions were provided to avoid confusion. The response here, also, was most pleasing, showing the appreciation of our labors in the community.

III. DECORATION COMMITTEE

The decoration committee had charge of the erection and trimming of the booths, and supervision of the electric wiring.

IV. TICKET COMMITTEE

The tickets for the "Play" were 50 cents for adults, and 25 cents for children. Excellent results were secured by giving one free ticket to every pupil who sold \$2.50 worth of tickets. By carrying on the arrangements in a business-like way, it proved a lesson in salesmanship and accuracy for the young people. The capacity houses showed with what thoroughness they worked.

V. TOY REPAIR COMMITTEE

A number of teachers as well as mothers, who were unable to attend the Exhibit but wanted to assist, were placed here. They met at the school, cleaned, mended, and fixed the prices of the numberless toys, so joyfully brought by the pupils.

PROCEEDS OF THE AFFAIR

When all was over, we had cleared over \$500. Yet we felt that our greatest asset was the blissful enjoyment of the pupils. They had gained an appreciation of the beautiful in many forms, and it had been a real "red-letter day" in their lives. Our teachers had entered more heartily than ever before into this project. It had made a strong appeal, also, to our foreign-born parents, and brought them closer to us.

Our Superintendent of Schools remarked afterwards, "It was the most wonderful thing I have ever experienced, to see the number of beautiful, rare and costly articles that had been brought to school and arranged—completely transforming the ugly gymnasium into an Art Museum; and the next wonderful thing was, that on Monday morning everything had disappeared, and not one vestige of the affair was left! Every pupil in the school will retain the memory of it all his days!"

A Homeland Exhibit, such as we have described, is possible in any community. At the beginning we were totally ignorant of the treasures in the various homes, which were to be loaned to us. Our town is not one of wealth, and has a population of only nine thousand. Any association could follow such a plan with even greater success.



"The Quaker Bride," a Scene from the Pageant "Womanhood"

Drama and the Wise Use of Leisure

As Told to Mabel Travis Wood

BY MABEL FOOTE HOBBS

Drama Consultant, Playground and Recreation Association of America

NOTE.—This is the fourth paper in the program on The Wise Use of Leisure. See page 31, CHILD WELFARE for September.—J. W. FAUST, *National Chairman of Recreation*.

MIMICRY is one of the oldest and most fundamental forms of play. It is about as natural to normal human beings as eating. In little children we see the dramatic instinct in its most direct and unspoiled form. Watch any three-year-old cavorting about the room, pretending to be a "horsie." I do not doubt that little Cain and Abel imitated some prehistoric animal in the garden of Eden with the same absorption and verve.

Think back over your history and you will remember that the development of nations has been profoundly influenced by the stage. The Greek outdoor theatre, the miracle and morality plays presented on street

corners by the strolling players of the Middle Ages, the play of Shakespeare's day, have all had an intimate connection not only with the life of the times but with the advance of thought and education. Drama has an equal contribution to make to modern living. Beside the spoken play, we have the movies which have made drama a part of the daily life of millions and are a tremendous force in molding manners and opinion. But most significant from the community point of view have been the strides made in the last ten years or so by the movement for amateur drama in the school, the church, the social group, and as the neighborhood or community Little Theatre.

Drama has a vital place in any comprehensive program for the wise use of leisure. Bringing good plays and motion pictures to the community is an important function of any group concerned with enriching spare time. But we shall consider here the amateur dramatics which go beyond the passive recreation of watching an entertaining presentation, into that joyously satisfying realm of something people create themselves.

Putting on a play is by no means unalloyed fun. It is hard, concentrated work. Yet from this task there are such full returns in self-expression that everyone is eager to participate. I have known a cast, after giving up most of their spare time for weeks to the strenuous business of rehearsals, to ask, directly upon their sigh of relief at a job well carried through, that invariable question, "When can we give another?" Girls to whom sewing would ordinarily be a chore, will labor gladly for hours on costumes. And boys not of studious bent will concentrate, diligently on learning lines for a play they like.

Because a group does have to work to accomplish anything worthwhile with drama is a reason for the high place of drama in recreation. In all pleasure which brings true satisfaction there must be achievement. The joy of the game is in striving toward something. Athletics without an ideal of good sportsmanship and perfection in form would not interest young America as they do. Music into which one puts all one's heart and soul is doubly recreative.

It is impossible to do drama in a half-hearted fashion. We are all too eager to express ourselves through the universal impulse for make-believe. In drama, perhaps more than in any other recreation, we get the thrill of losing ourselves utterly. When it comes to team-play, taking part in a production can teach young people as much about cooperation and good sportsmanship as a season on a football team or a place in a symphony orchestra. Each has a definite part to contribute to the whole. He must not only carry off his own responsibilities, but must help to bring out the best in the other fellow's part.

"This business of picking up cues," a

high school boy once told me, "Is something like working out a forward pass, isn't it?" When one actor is speaking, the others cannot slump until they get a line. Every second they must lend sympathetic aid to the speaker, completing the stage picture by pantomime. Those who are not actors but who play such important rôles as business manager, property man and electrician, are also partners in this joint enterprise.

The beginning of drama is in the home. The play of young children is naturally imaginative. Some of the earliest games of mother and baby take the form of "let's pretend." Later, the backyard, attic or home playroom become the scene for more ambitious undertakings, where a skillet becomes a crown and the clothes-basket makes a pirates' brig.

Who does not remember the "Gratest show on erth, admisshun, 3 pins" which held forth in the haylofts of yesteryear? Though the garage has taken the place of the rambling old barn, parents nowadays can do much to help children express their dramatic urge, even in a modern apartment house. Set aside a place in which the children may stage their plays, though it may be only the corner of a room. The costume box is a very helpful institution for home dramatics. Into it are put the odds and ends of old clothing, particularly bright-colored things, which can be used to costume the impromptu dramas. Gold and silver paper, old feathers, buttons and beads are important additions to the contents of the box. And don't forget Dad's discarded silk top-hat or Mother's out-moded Gainsborough with its sweeping plume!

More necessary than equipment is an appreciative audience for these ventures of the children's. Here I should like to repeat something I emphasized in a previous article on "home dramatics." The development of family dramatics should rest entirely in the hands of the children. Let them choose the plays, do the casting, direct the whole enterprise—grown-ups offering no suggestions unless they are earnestly urged to do so. Otherwise the spontaneity and creative possibilities of the children's play will be lost.

Informal dramatics in which the whole

family take part will fit into the home play night as part of the game program. Stunts, charades and pantomimes permit old and young to meet on a common ground. Shadow plays, the actors passing between a sheet and the light, are easy to prepare and always interesting.

The adolescent age is the time when, through high school, church and club dramatics, boys and girls generally have the most opportunities to participate in formal productions. This recreation is an excellent social and educational medium as well as an outlet for youthful energies. It will compete successfully with jazz and dancing. I have mentioned above how giving a play promotes team-work, which is particularly valuable for this age group. Dramatics help also to develop the individual. They can help to free the shy boy or girl of self-consciousness, and can bring a gracious humility to the "know-it-all."

I remember casting in a small character part the school belle, who thought she should be at least the leading lady. She lazed through the rehearsals and took no interest in her part. But here was one case where her popularity could not win. The rest of the group backed the director in dropping her from the cast because she was not willing to work.

Cynthia woke up. Realizing that she had failed in the part to which she had been assigned, she was glad to help out all she could on the odds and ends. She made costumes, she did grubby work behind the scenes, and watching the action alertly from the wings, she eagerly rang the bell and manufactured other offstage noises. When we were casting for the next play, Cynthia came to the try-outs very humbly and asked, "Can't I just have one line?"

Now let's leave the children, not forgetting that the wise use of leisure time means *everybody's* leisure time. Grown-ups may not have so much of this precious commodity—the spare hour—but for this very reason they should get the fullest returns to body, mind and spirit from their play.

I wish that all who think dramatics are only for youth could see one of the remark-

able performances of the Cellar Players of New York City. These are a group of middle-aged and elderly people, neighbors, most of whom had never acted before they formed their group. Though possessed of the amateur spirit, their work is as finished and workmanlike as the professional. Many people have enjoyed it more than a Broadway production.

Where, in your community, are the stars of the former high school plays? Married, in business, occupied with the cares of making a living and raising a family? Nevertheless, many of them would welcome a chance to come back to the footlights again. At first they may seem embarrassed and protest, "Oh, I haven't played for years." But round them up and you will have the nucleus for a little theatre group which may do much to advance the cause of art and recreation in your town.

Recently I received a letter which indicates a shameful rebellion taking place among the element which is supposed to have long since "settled down." It read somewhat like this, "For years we mothers have kept behind the scenes in community affairs. We've dished up the church suppers, fried the oysters, helped our daughters to get ready for plays and operettas, then applauded from the sidelines. Now we've decided that we'd like for once to be in the limelight ourselves. Isn't there a play for us, too?" "Indeed there *are* plays for you," I replied, and recommended a few.

Another letter outlined an idea which is worth passing on. It was from a social club of young married people. "This winter," they wrote, "we think we will start to give short plays and see what we can do with dramatics. We have been spending all our evenings at bridge and now we believe that we will get more out of trying to build up a little theatre." Having nothing against the entertaining pastime of bridge, I will suggest that some of the thousands of hours now devoted to it daily might be spent on drama with greater self-expression and enjoyment to the players.

Good plays are essential to the success of any experiment in amateur dramatics. In fact, there is no use in giving even the

shortest play unless it is worth the time and trouble of production. With all the fine drama, both classic and modern, which is waiting to be played, there is no excuse for presenting something stupid and inane. It is always easier to put on a good play than a poor one. Good construction helps.

Often worthless plays are given on the grounds that they are "fun" and that the group does not want to foist anything "high-brow" on its audience. Good comedy, above all forms of drama, takes a craftsman's hand at writing. But if it is good comedy it is practically play proof—the actors can do nothing to spoil the fun in it. Recently I saw ten-year-old youngsters playing a Shakespeare comedy with the utmost zest and getting the most out of every delightful line. They had never been told that Shakespeare is "highbrow."

The fact that many of the best plays cannot be given without paying a royalty often deters groups, particularly beginners with little money in their treasury, from producing them. I suggest that as soon as pos-

sible every amateur group build up a royalty fund upon which they may draw when they wish to present a royalty play. However, there are a number of very worthwhile plays on which no royalty is charged. Last summer the Community Drama Service of the Playground and Recreation Association of America made a search for such plays and prepared a list of more than seventy-five of them. All the publishers cooperated in this search.

In the work of our Community Drama Service, we are trying particularly to help groups who do not have an experienced dramatic director. Last year we answered 2,500 letters coming from all parts of the country, many from small towns just beginning their work in drama. If we can be of service to your community either in suggesting plays or pageants, listing books on production or giving advice about costumes or sets, we hope that you will write us—or, when you get to New York, come in to see us—at 315 Fourth Avenue.

MATERIAL

Books of Plays and Helps for Production.

1001 Plays—a list compiled by Frank Shay.

Books of One-Act Plays:

1. One-Act Plays—Christopher Morley. Doubleday, Page & Co.
2. Fifty Contemporary One-Act Plays—Frank Shay.
3. Twenty Contemporary One-Act Plays. Published by Stewart, Kidd & Co.
4. One-Act Plays—Louise Cohen. Harcourt Bros.
5. More One-Act Plays—Louise Cohen. Harcourt Bros.
6. One-Act Plays—Rachel Field. Charles Scribner.
7. Two Books of One-Act Plays. Published by Samuel French.
8. Eight One-Act Plays—Alice Grastenburg.
9. Twelve One-Act Plays—Alice Paschard Eaton. Longmans, Green & Co.

The following play catalogues are recommended:

Samuel French, 25 West 45th Street, New York City.

Longmans, Green & So., 55 Fifth Avenue, New York City.

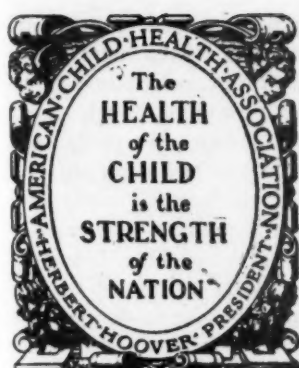
Walter Baker Co., 41 Winter Street, Boston, Mass.

Any of the books indicated can also be obtained from either French or Baker.

A PROGRAM: DRAMA AS RECREATION

- I. Salute to the flag, followed by singing "The Star-Spangled Banner."
- II. Short Business Session.
- III. Reading of the article, "Drama as Recreation," on page —. The principal of school or one of the teachers could explain the great benefit children derive from dramatizing stories in their school books and Bible stories.
- IV. If time permits, the following questions could be asked and answered by a teacher of dramatics:
 - At what age should a child study "Expression"?
 - Of what value is a dramatic club to a school?
 - Is a school helped by giving plays in other schools?
 - What the Parent-Teacher Association could do to help furnish a stage to give plays properly.
- V. A short one-act play. This could be given by parents, faculty of the school or the school children, or:
- VI. Negro Minstrels. This could be for either the men or women and is especially recommended if many are to take part. The main idea in using a large group of people is for play.

—Floy Oliver Jeter.



Learning Health At School

Through Everyday Experiences

BY FLETA MCWHORTER

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Boards of Health and Education, Birmingham, Alabama*

This article will be followed next month by one on children's everyday experiences at home, and how these can be used to make healthful behavior seem natural and desirable.

It is suggested that in the meantime parents visit the school, observe the way health is taught there, and check up their own methods with those of the teacher. Which seem to be the more sensible?—EDITOR'S NOTE.

WORKING for five years in schools varying in type from those having lunchrooms, lavatories, drinking fountains and indoor toilets, to those that have none of these conveniences, has brought us more and more to the realization that, regardless of the type of organization of the school or a school health program, the number of doctors, nurses or special teachers, *the classroom teacher has a definite responsibility and definite duties in a program of health education.* Our children are living most of their waking hours in the schools, and teachers who are responsible for them through these hours are barriers to their highest development unless they are helping to make possible better living, establishing right attitudes, setting higher standards, and teaching certain facts that make for intelligent, healthful behavior.

The child's conduct or behavior all through the day should be intelligent and healthful. The classroom teacher is the only person who is in a position to see that this is made possible while the child is at school. It is very necessary then that she have the correct point of view, that she be eager and alert to sense the possibilities in each situation and seize upon them to "put across" her lessons in right living.

Believing so completely with Thomas D. Wood, M.D., that "Health is not a subject nor a special skill; it is a way of living," we are exerting every effort to help our teachers reach that same point of view.

It has been slow, but all true educational work is slow and we have not felt discouraged even in the early days when the whole idea of health education seemed to be that of disease control, a responsibility for specialists and not for teachers. We are passing through the stage of health projects, posters, booklets, plays, stories, and health stunts of many kinds, displays and awards. We are coming into the stage where our health program is being absorbed or integrated with the general program until we are losing the consciousness of it as a specific subject, to the teaching of which must be given just so many minutes each day. Now we are planning merely to live healthfully, teachers as well as children.

USE OF CERTAIN CLASSROOM SITUATIONS *Weighing*

This year we are saying to our principals, "Every teacher should be allowed to plan and do the weighing and measuring of her pupils in her own classroom." This makes it possible for her to use the weighing as her health lesson for the day. It prevents long interruptions of the schedule by the supervisor or whoever else may plan to do or assist with the weighing. It also enables the teacher to create a readiness on the part of the pupils which will make the procedure a much more effective teaching device. It gives them a common experience on which the teacher may build many effective lessons. Interested teachers do not find

it a difficult undertaking. The teacher of the upper grades teaches her pupils to do the work, and under her close supervision they do it quite accurately. The primary teacher draws the scales close up beside her desk and records as she weighs and measures. It is not necessary to complete the weighing in a period or even in one day.

Physical Inspection

We are asking also that the teacher, with assistance when needed from the supervisor or nurse, make an inspection of the children for obvious physical defects, such as in teeth, eyes, ears, mouth breathing, skin, scalp, etc. We have been teaching them through demonstration and by individual assistance how to do this and we have placed in the hands of every teacher as a guide, the booklet from the Department of the Interior, "What Every Teacher Should Know About the Physical Condition of Her Pupils."

The weighing and inspection of the children are only occasional situations, of course, but should be seized upon by the teacher as opportunities for developing right attitudes toward the care of the body, a desire to have annual medical examinations, and a knowledge of and interest in doctors, nurses, clinics, etc.

Preparation for the Lunch Period; Washing the Hands

The lunch period affords, perhaps, more opportunities for the teaching of right habits than any other one daily period. In preparation for it, we have insisted on the washing of hands before the lunch is opened, or if there is a school lunchroom, before the children are allowed to go for their lunch. It has been proven possible and sanitary in many schools with practically no facilities. Its success depends of course upon the attitude of the teacher. A few years ago we could not get it done even in schools where there was running water in each cloakroom. Now some schools having only a pump in the yard have had the elder boys build little benches where a big basin is set, over which the hands are held while water is poured over them from a pitcher or dipper. Paper towels from a mail-order house cost an average of four or five cents per month per

child. Liquid soap may be made at home by the teacher and applied to the hands from an oil can. Some of our suburban schools have lavatories with running water, paper towels and liquid soap in containers, such as are found in our best equipped city schools and office buildings. Towels and soap are supplied by the parent-teacher associations. It would not be possible, however, to find any more careful technique, or any greater enthusiasm and pride in doing what they feel is right than is to be found in some of the smaller rural schools. In fact, we had more difficulty in getting hand washing started in these larger schools than in the smaller ones.

Serving the Lunch

After the washing of the hands, the lunches are brought out. We suggest a special place for keeping lunches, one that is cool, dry, protected from flies, and affording protection from crushing if they are merely wrapped in paper. A paper napkin or the lunch wrapping is spread over the desk to protect the food and to catch the crumbs. The children are taught that lunches should be wrapped in oiled paper, which may be the wrapping from the baker's bread with the inside turned carefully toward the lunch, before it is wrapped in its outside covering of newspaper, or heavy brown paper, or packed in the lunch box. Most of the schools have taught the children the value of milk in the lunch. In some schools the dairyman brings the milk packed in ice just in time for lunch; in others the children bring it with them from home. When this is done we have encouraged them to drink it in the mid-morning rather than save it without ice until noon. The lunch hour is a free social period when the teacher and children chat about many things of interest. Often they enjoy passing on the recipes for their favorite sandwiches. They sometimes discuss table manners. Opportunities are afforded for the children to do things in the most sanitary way and for occasional discussion of the reason for so doing. The children learn to eat slowly, to chew their food well, to take small bites, not to talk or drink with food in the mouth. They learn to use only their own cups or

straws for their milk, not to exchange food, nor to eat food nor use napkins that have fallen on the floor. All this, of course, comes only if the teacher is alert to seize her opportunities to teach these things as the situations arise.

The Lunchroom: Minimum Standards of Sanitation and Guidance of Children in Choice of Foods

Our greatest problem has been the school lunchroom. Schools all over the country, in their growing enthusiasm for health, have wanted to open lunchrooms where they might serve the children hot lunches at least during the winter months. Some of them have worked out very ingenious and acceptable ways of serving hot soup or cocoa. We have discouraged attempts in schools where there are no facilities and where we have felt it would be impossible for them to meet the simplest standards of sanitation. The food and dairy division has worked out for us the minimum standards which they require of public eating places in town and our nutrition supervisor is attempting to adapt them to the rural situations. We hope this year to raise the standards in dishwashing and to require careful and adequate scalding of the dishes. We ask that all lunchrooms be screened and that all employees have physical examinations. This is new this year and its success remains to be seen.

We ask that every child be allowed to go to the lunchroom to eat, whether he buys his lunch at school or brings it from home. We ask also that the teachers, particularly of the primary grades, find what the menu for the day is to be and discuss with their pupils before they go into the lunchroom the best foods for them to buy, good food combinations, the costs, etc. This not only teaches the child how to plan and buy wisely but also facilitates service in the lunchroom. We are working to limit the sale of candies, pies, and cakes except semi-sweet wafers, and are attempting to cut down the amount of meat served.

Play and Rest Periods

Each grade is required to have at least thirty minutes of play each day in addition to any short recess periods. For the younger

children this is divided into two periods, one in the morning and one in the afternoon. The morning period is devoted to free play, with playground equipment or toys, kites, tops, hoops, ropes, horseshoes, which the children may bring from home. The afternoon period is given to organized play, circle or rhythmic games, team games for the older children. The older children more often have their thirty minutes all in one period, in order to have more time for the team games which they prefer.

In the classroom we are attempting to show the teacher the value in greater freedom of movement, the less artificial situations, and the way in which this freer type of work eases the strain and tension of the school day for the child. We are encouraging and, in certain schools where we feel that it is possible or that teachers and patrons are ready for it we are working out, rest periods for the younger children, having the teachers observe if the children are less restless on those days when they have the rest period. Already some of them feel that it is helpful.

Care of Clothing and Other Personal Property

Each period has something to contribute to the teaching of right habits of living. The little child may learn that he should remove wet clothing always as soon as possible, the proper care of his hat, wraps, etc., when he gets to school. He should learn to regulate his own clothing for comfort, both indoors and out. He may assist the teacher in the selection of a suitable place for the lunches brought from home and learn through this the proper care of the lunch. He may learn to select a chair of proper height in order that he may sit correctly and not get as tired while he is at work and to place it correctly with regard to lighting. He may be taught to find his own work materials, to handle them so that there may be no danger for himself or his playmates, to keep them out of his mouth, nose and ears. He should learn in his work periods to concentrate on the work he is doing and to complete each piece with a reasonable degree of success. In work and play he should learn consideration of others and

to keep his hands off others; he should learn courage, independence and self-control.

Such things as these are not taught little children by telling them what they should or should not do. They must *do* them, with resulting satisfaction and steadily day after day, if they are to reach the stage where they are automatic, accepted routine. This means an ever watchful and interested teacher.

Committee Work on Care of Classroom, Playgrounds and Toilets

In many instances the younger children and always the older ones take much of the responsibility for the care of the classrooms and the playgrounds. They enjoy committee work and "work hardest when the problem to be solved is one which they recognize as their own." Allow them to organize into committees: for example, a house committee may see after the cleanliness and orderliness of the room, adjust the seats, see that there are available blocks (for the feet) smoothed and stained, for the children whose desks are too large and not adjustable in any other way; they may attend to the lighting, repair and adjust window shades, place the thermometer, watch and record the temperature during the winter months, air and ventilate the room.

A playground committee may have some responsibility for cleaning the grounds, for checking up equipment, its repair and placement, always with advice and assistance when needed; and may be allowed to suggest new equipment which is much needed or wanted.

In rural schools there is a real need for committees, one each of boys and of girls, on the care of toilets, especially where there is no janitor service. They should report to the teacher and should plan with her for improvements and care. The older as well as the younger children, especially in the rural districts, need to be taught proper and sanitary use of the toilets, and the habit of a quiet matter-of-fact way of regularly and promptly attending to their needs. It is very necessary that the attitude of the teacher with regard to these things be right, that she see her opportunities in this situation, that she be frank, matter-of-fact, un-

self-conscious, helpful, quietly insistent that certain things be done. Her attitudes will be accepted by the children and will be the strongest influence in the formation of their own.

Injuries Requiring First-Aid: Illnesses in School and Community

The schoolroom offers many other excellent opportunities for the incidental teaching of health in a natural situation when the interest is high and when the impression made will be lasting; such as, first-aid in cases of cuts, bruises and nosebleed; toothache, the loss of a tooth, earache, something in the eye; or measures of precaution and of prevention in cases of threatened epidemics of colds or other communicable diseases. Little children are naturally quite curious and interested in all these things, are much impressed by what they see done for the child who is suffering, and are pleased to be allowed to discuss it later. These discussions may be skillfully directed so that a real lesson is taught.

Successful Direction of These Situations Dependent Upon Spirit and Vision of the Classroom Teacher

Above all else we would have our teachers ever conscious of the fact that this *incidental* teaching is not *chance* teaching. Health elements in ways of thinking, feeling and acting are found in all activities. Regardless of what the activity may be, when the child's questioning leads into fields of sanitation or health, then he is most interested and eager to learn, then he should be answered, or allowed and helped to find the answer to his questions. It is the privilege of the classroom teacher to guide him through many of his life experiences. We are helping our teachers so to direct these experiences that they will favorably influence right habits, attitudes and knowledge; we are urging them to set right examples through their interest and attitudes, through their application of the fundamental health rules to their own daily living; through their personal interest in each individual child and their keen desire to help him to attain the highest possible development of which he is capable, physically, mentally, emotionally, and socially.

Safety

Conducted by the Education Division,
National Safety Council

Launching a Home Safety Campaign

BY BERTHA WINTER MAHONEY

Chairman of the
Home Division and Vice-President, Erie Safety Council



A SACRIFICE of
25,000 lives
every year!

That is the problem that confronts the American homekeeper. At her door is placed the responsibility for this useless waste of human life. To her heedlessness, carelessness, or ignorance is attributed the constantly increasing toll of deaths caused by what are termed "home accidents."

Nearly five million injuries annually! The homekeeper is asked to account for them and is charged with gross neglect because of the existence of home hazards. The American mother today is endeavoring to make her home more attractive to the members of her family than any outside place of amusement. Still in spite of her efforts to improve the environment of her children, she is being criticized severely for creating or allowing to exist in her home innumerable hazards each of which is a potential accident. The home in which she is so interested has become the most dangerous place for her family to live in. The factories, shops, schools, public buildings, and in most communities even the streets, are safer for her children than the home to which they must return.

Because of the frequency of home accidents, and our inability to pass laws regulating the removal of common home hazards, most insurance companies refuse to insure housewives against accident. A few smaller companies will insure them with a limited policy at an increased premium, but

25,000 lives sacrificed, 5,000,000
persons injured each year!

Your responsibility!

What will you do about it?
Erie, Pa., has gone a long way
toward solving its home accident
problem. In this article Mrs.
Mahoney outlines a thoroughly
practical and workable program
which may be undertaken by any
Parent-Teacher Association.

will not cover housewives in the same way that they cover factory and shop employees, school teachers, nurses, stenographers, clerks and other workers.

This is our problem—25,000 lives and five million injuries annually. How can we solve it?

The National Safety Council has compiled home accident statistics that have been of immeasurable value to women of the nation by making them realize the gravity of the situation. Investigation of fatalities in your own town or city will perhaps reveal home hazards leading in causes of accidental deaths. I shall outline to you a concrete plan of procedure which we followed in Erie, Pennsylvania, a plan which created widespread community interest and achieved much success in reducing home accidents.

The Parent-Teacher Association with its large membership, its striving toward high ideals and its constant interest in projects of vital import to the happiness and welfare of the family unit, contributed largely to the efficacy of Erie's home safety program. Knowing that in every live community the Parent-Teacher Association includes the greatest number of people with the most diversified interests, it is my hope that each association will launch a home safety program as part of its year's activities.

We began by making an extensive survey of the local accident situation and outlining a program of home accident prevention. A course of six lessons issued by the National Safety Council was used as a basis for in-

roducing the subject to the various women's organizations of the city. Given in the form of a fifteen minute address and a five minute question box period, these proved themselves an admirable medium for the dissemination and exchange of safety ideas, and also a means of educating the housewife. Nearly every kind of home hazard is stressed in these lessons. (See page 279.)

The successive steps in launching this continuous campaign of education were:

1. Organization of Board of Control. Composed of twenty women leaders of the city—social, business and professional; religious, patriotic and political.

2. Appointment of three committees on this Board.

- a. Statistics Committee. For collecting injury and fatality records and reporting them from all agencies in the city.

- b. Speakers' Bureau Committee. For procuring a speaking staff of fifty men and women equipped to talk forcibly on their own particular phase of safety work as outlined in the home safety course.

- c. Publicity Committee. This included society editors of newspapers, and helped us to secure columns of publicity.

3. Inclusion of the course in yearly program of various local organizations: Parent-Teacher Associations, Women's Club, Catholic Daughters of America, Order of the Eastern Star, American Legion Auxiliary, Business and Professional Women's Club, W. C. T. U. Chapters, I. O. O. F. Auxiliaries, Italian Women's club, Women Voters' League, Polish Federation and many other societies too numerous to mention.

As soon as the talks began, added interest was shown in each department of safety work in the city. Traffic accidents decreased noticeably, school training in safety increased, newspapers emphasized home accidents and fatalities (they had been passed over casually before), industrial safety efforts were given added impetus, and home safety was given a place on the programs of men's service and social groups.

The foreign as well as the poverty stricken homes of the city were reached by the citizenship classes in the night schools, neighborhood home schools, Visiting Nurses' Association and the welfare workers of the International Institute. All the insurance collectors of the city, especially of the five, ten and twenty-cent policies, were instructed and advised on how to suggest removal of home hazards and urged to include a little

safety teaching when making their weekly visits to homes. In this manner ninety per cent of the homes in Erie were subject to the inspection and criticism of an insurance collector. Improvements in many of these homes resulted from such contacts.

A broadcasting station of low power, operating in the city, donated the time for as many home safety talks as were requested by the Home Division. A children's radio safety club, with pledges, buttons and other safety insignia, was organized and has grown by leaps and bounds.

Last July several deaths resulted from injuries received in shooting off fireworks. The Home Division collected accident information regarding fireworks, presented these to the City Council, and in spite of vigorous opposition on the part of retailers and wholesalers, was successful in having passed an ordinance absolutely prohibiting the sale, purchase or use of fireworks in the city of Erie. This alone repays our Division for all its work, time and effort in behalf of home safety.

The public utilities, electric light, gas, water, and telephone companies, have consented to include home safety hints and slogans on their monthly statements going into every home in the city. Factory meetings of workmen and foremen have had their share of home safety at many meetings. Men as well as women have had pointed out to them their responsibility in keeping the home safe for their families.

Naturally you are concerned with the cost of such a program. In our city of 125,000 people it has cost \$225.00 in money and the constant thought and labor of many men and women who have volunteered their services to put over this educational program.

In your city the same problem confronts you, with the same possibility for solution. The parent-teacher organization with its recognized and effective leaders, can be of vital importance in instituting such a program of accident prevention. What better activity could be launched than a campaign of life saving that will have its effect on every man, woman and child in your community?

What to See

BY ELIZABETH K. KERNS
National Chairman, Motion Picture Committee

Classification

A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.
F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—Juvenile pictures are recommended for children under fourteen years.

SR—Short reels are for the general audience.

W—Westerns, recommended for the family.

*—Especially recommended.

A—Good.

B—Harmless, but second rate as to plot and production.

R—RATING

| Rating | Title | Class | Stars | Producer | Reels |
|--------|-------------------------------------|-------|------------------------------|--------------------|-------|
| A | The Air Legion | JF | A. Moreno-Martha Sleeper | Film Booking Of. | 7 |
| A | The Baby Cyclone | F | Lew Cody-Aileen Pringle | Metro-Gold.-Mayer | 6 |
| B | The Cavalier | FJ | R. Talmadge-B. Bedford | Tiffany-Stahl | 6 |
| A | End of St. Petersburg | A | Propaganda—not convincing | Motion Pict. Guild | 6 |
| A | Ivan the Terrible | A | Russian film | Motion Pict. Guild | 6 |
| A | Kit Carson | JF | Fred Thomson-Silver King | Para. Fam. Lasky | 6 |
| A | Life and Death of a Hollywood Extra | F | Impressionistic film | Motion Pict. Guild | 1 |
| A | The Light of Asia | F | East Indian film | Motion Pict. Guild | 6 |
| A | Moran of the Marines | JF | Richard Dix-Ruth Elder | Para. Fam. Lasky | 7 |
| A | Marked Money | JF | Junior Coghlan | Pathé | 6 |
| A | Mother Knows Best | F | Madge Bellamy-L. Dresser | Fox Film Corp. | 9 |
| A | Ohm Sweet Ohm (Home) | SR | Felix the Cat cartoon | Educational | 1 |
| A | School Begins | SR | Our Gang | Metro-Gold.-Mayer | 2 |
| A | Take Me Home | F | Bebe Daniels | Para. Fam. Lasky | 6 |
| A | White Shadows of the South Seas | F | Monte Blue-R. Torres | Metro-Gold.-Mayer | 7 |
| A | Waterfront | JF | D. Mackail-J. Mulhall | First National | 7 |
| A | Woman Wise | F | June Collyer-William Russell | Fox Film Corp. | 6 |
| A | Wild Beasts of Borneo | SR | Shot with camera | Educational | 1 |
| A | The Wooden Soldier | SR | The toy becomes alive | Universal | 1 |
| A | The World's Playground | SR | Scenes in Switzerland | Ufa. Prod. | 1 |
| A | Wyoming | W | Tim McCoy-D. Sebastian | Metro-Gold.-Mayer | 6 |

THRIFT DAY SUGGESTIONS—JANUARY 17

| | | | | | |
|---|---|---|--|----------------------------|---|
| A | Checkmated | F | Protection of coin (money) | DeFrenes-Felton | 2 |
| A | An Epic of Thrift | F | The bank account | East New York Savings Bank | 1 |
| A | From Market to Market | F | Public markets and how to shop in them | U. S. Dept. of Agriculture | 1 |
| A | Making a Mint of Money | F | U. S. Mint in operation | Bray Production | ½ |
| A | Mrs. Brown Versus the High Cost of Living | F | Of interest to the homemaker | Soc. for Visual Education | 1 |
| A | What Might Happen | F | Failure to provide | Picture Service Corp. | 1 |

DeFrenes-Felton, 60 North State Street, Wilkes-Barre, Pa.
East N. Y. Savings Bank, 1118 Eastern Parkway, Brooklyn, N. Y.
U. S. Dept. of Agriculture, Washington, D. C.
Bray Prod., 130 West 46th Street, New York City.
Society for Visual Education, 327 LaSalle Street, Chicago, Ill.
Motion Picture Guild, 300 McGill Building, Washington, D. C.
Pictures Service Corp., 71 West 23rd Street, New York City.

The President's Message

The Summer Round-Up of the Children

IF WE were asked to name the most important project of the National Congress of Parents and Teachers—the most practical, the one whose results can be most readily measured, and whose possibilities for the most varied and significant accomplishments are the greatest—with one accord we would answer, “The Summer Round-Up of the Children.”

The National Congress has reason to be proud that it is the originator and promoter of this unique health activity. Already many thousands of little children have been benefited by it, and the number will grow increasingly as our people become more and more interested in the movement, realize its value, and determine to cooperate fully and seriously in its promotion.

The Summer Round-Up properly conducted exemplifies a fine type of cooperation and team work, a splendid earnestness of purpose, a tremendous amount of courage, and a dogged determination and stick-to-itiveness.” When our former National president inaugurated this great movement, she emphasized the fact that it was a task of the parents, by the parents, and for the parents—in other words, a great educational as well as health movement whose purpose would be fulfilled just to the extent of the participation of the parents in it.

Wherever the campaign has been carried through according to the original plans it has had many far-reaching and significant effects. Besides the fundamental purpose of sending children to school free from remediable defects—well and happy—there are other tangible results of importance, the byproducts of the first. Such a campaign brings a finer spirit of cooperation not only between the home and the school, but within the community at large. To achieve a harmonious, successful program many agencies in a community must be enlisted, and in working toward the same goal there comes a greater appreciation and understanding of the parent-teacher movement. In speaking of the Summer Round-Up, Dr. Tigert, former U. S. Commissioner of Education, makes this statement: “In order to make this campaign universal, a parent-teacher association should be working in every school district during the summer months with the cooperation of every health agency available. It is my hope that the effort now so well established in some communities may be extended to every school district and that all the children in the United States may enter school unhampered by physical defects.”

To achieve a 100 per cent goal the Summer Round-Up machinery should be so set up that it will carry the entire campaign through to the end. Plans should be made early enough to be effective and should include all essential details of the campaign as a whole. Especially important is the appointment of a committee that will not change during the campaign.

Parent-teacher associations, like individuals, should make New Year resolutions. Would it not be well to let one of our resolutions this year be that Parent-Teacher Associations all over the country enlist in the Summer Round-Up campaign, thereby giving better service to the community, the state, and the Nation through helping little children to enter school physically fit for their new adventure?

INA CADDELL MARRS.

The Summer Round-Up of the Children for 1929

BY MARGARETTA WILLIS REEVE

Campaign Director



How many children in your community are physically able to continue their school work without interruption during the school year?

Do you know how much it means to your community in dollars and cents to have each child 100 per cent free from remediable defects when school starts?

These are the questions which the National Congress of Parents and Teachers is asking of its more than a million and a quarter members, and it urges its associations to enter this campaign. The National Congress does not desire to duplicate any effective health work already being done in the community, but advises its units to cooperate with the agencies now at work, securing their aid in the conduct of the physical examination. It should be clearly understood that the Congress is *opposed to free medical or dental care* in carrying through the correction of defects, (except in cases of financial inability), referring the child to the family physician or dentist for treatment.

The Congress, because of the close contact of its membership with the homes and schools, is in a position, as is no other organization, to "round-up" the children for the examinations and to urge parents to have defects corrected. This correction of the defects is the most important part of the Summer Round-Up Campaign. Examinations of preschool children may go on indefinitely but *unless the parents of the country are made to realize their responsibility in securing the correction of the defects* there will be no lasting results and much of the taxpayers' money will be spent in vain.

The Summer Round-Up, being a permanent health activity of the National Congress, has been placed in the Department of Health. Mrs. A. H. Reeve has been reappointed Director of the project and an Advisory Committee has been organized as follows:

Miss Grace Abbott, Chief, Children's Bureau, U. S. Dept. of Labor; Dr. Hugh S. Cumming, Surgeon-General, U. S. Public Health Service; Dr. John M. Dodson, Executive Secretary, Bureau of Health and Public Instruction, American Medical Assn.; Mrs. Bruce Carr Jones, Director, Dept. of Health, National Congress of Parents and Teachers; Dr. J. H. Mason Knox, Jr., Chairman, Child Hygiene Section, American Public Health Assn.; Dr. Harold H. Mitchell, Medical Director of Research, American Child Health Assn.; Miss Mary E. Murphy, Chairman, Physical Hygiene, National Congress of Parents and Teachers; Dr. George K. Pratt,

Chairman, Mental Hygiene, National Congress of Parents and Teachers; Mr. J. E. Rogers, President, Dept. of Physical and Health Education, National Education Assn.; Dr. James Frederick Rogers, Chief, Division of Physical Education and School Hygiene, U. S. Bureau of Education; Miss Beatrice L. Short, Assistant Director, National Organization for Public Health Nursing; Miss Louise Strachan, Director of Child Health Education, National Tuberculosis Assn.; Dr. George B. Wandel, Supervisor, Bureau of Dental Health, American Dental Assn.; Dr. LeRoy A. Wilkes, Director, Medical Service, American Child Health Assn.; Dr. H. B. Wilson, National Director, Junior Red Cross, American Red Cross.

Associations may enroll after January 1. They must register with the State Director of the Summer Round-Up or the State President, who will forward the registrations to the National Campaign Office.

Registration closes May Day—Child Health Day. The Campaign closes November 1.

The National Requirements for the 1929 Campaign are as follows:

1. Entering Associations or Circles must be in membership with the State and National Congress of Parents and Teachers.
2. Associations which are members of Councils must be enrolled as individual units.
3. Two examinations or inspections must be held, one in the spring and one in September or October.
4. The Official Examination Blanks must be used and are supplied free of charge by the Campaign Office.
5. A report of the work must be made to the National Campaign Office on the Official Report Blank before November 1.
6. The Wood-Baldwin Weight-Age-Height Tables, supplied free of charge by the Campaign Office, must be used.
7. The final report must be accompanied by a brief account (approximately 1000 words) of the methods employed and cooperation secured in the conduct of the Summer Round-Up, the community benefits which have resulted and the permanent health work which has been established, such as the securing of a school nurse, health clinics, dental clinics, etc.



The Book Shelf

By WINNIFRED KING RUGG

PARENTS AND CHILDREN," by Ernest R. Groves and Gladys Hoagland Groves. Philadelphia: J. B. Lippincott Co., \$2.00.

"An Adventure with Children," by Mary H. Lewis. New York: Macmillan Co.

"The New Leaven," by Stanwood Cobb. New York: John Day Co., \$2.50.

* * *

On our Book Shelf this month is a book intended to help parents to solve problems relating to the child at home and two books that give advice about the kind of school to choose.

Ernest and Gladys Groves, who have written so often about the problems of home and the family, have added another to their clear-minded and far-sighted discussions in *Parents and Children*, a book written for mothers and fathers. Readers of CHILD WELFARE know the work of Dr. and Mrs. Groves, know that they are trained scientists plus parents, and that what they write is based on research and experience. The chapter on "Parenthood Training" first appeared in this magazine. They believe that parenthood is a job for experts, but they see no reason why men and women may not become experts if they take their duties seriously and intelligently enough.

"Parents stumble into failure with the best of intentions. Good parenthood requires knowledge of how to help children as well as the driving impulse of affection." Neither are general intelligence and right purpose enough. The father and the mother both (father as well as mother) need to study parenthood as conscientiously, as laboriously as if they were planning to take an examination of vital moment. They are going to take that examination; their child is a living test of their proficiency. Dr. and Mrs. Groves think of parenthood as a science that requires a scientific attitude. "When parents cease to look at the child through the mists of sentimentality and can bear to see him as he is—a struggling young human wanting to stand on his own feet and do things for himself—much of his handicap is gone."

To make this book more convenient for child study classes, it is furnished with a list of questions for discussion and with reference lists.

* * *

Mary H. Lewis, Principal of the Park School of Cleveland, has written the "biography of a progressive school" in her little book called *An Adventure with Children*. This record of twelve years' work and play with children proves to Miss Lewis' mind the value of simple, natural surroundings in a school that is the children's very own, where they learn responsibility for

the common welfare. The Park School was a school where the children constructed as much of the buildings and equipment as they could, where they acted as hosts and hostesses, prepared and served lunches, planted gardens, cared for pets, shoveled paths, piled wood and also studied the subjects of an ordinary curriculum. Were they up to grade? Yes. And they were also efficient, free from self-consciousness, happy. It is a dream beyond the full reach of most parents, but a perusal of Miss Lewis' book will be suggestive of possible improvements in local schools. She urges less equipment, "poverty of equipment" she would say. "The all-important thing is to give the child a place in which a child's soul and mind may be at peace." She urges the preservation of native tendencies and talents, she scorns directed or "canned play," above all she would make the children responsible for the school. Obviously this means (1) small classes, (2) heaven-born teachers.

* * *

On the heels of Miss Lewis' concrete account of a specific progressive school comes a longer, more exhaustive discussion of the entire subject, *The New Leaven*, "Progressive Education and Its Effect Upon the Child and Society," by Stanwood Cobb, Headmaster of Chevy Chase Day School and President of the Progressive Education Association. Dr. Cobb examines the subject from many angles, and submits the result of a questionnaire sent out to a large number of progressive educators. As a result of the sifting and tabulating of his material, he presents ten fundamental principles for those who control the destinies of children, principles which he believes animate progressive education:

1. Health must come first.
 2. Learning comes from doing: let the hands aid the brain.
 3. The classroom should be freed from unnatural restraints and exterior compulsions transformed into interior compulsions.
 4. Adapt education to the differences of the individual child.
 5. Group-consciousness and social-mindedness should be developed.
 6. The child should have abundant opportunity for creative expression.
 7. Enable the child to acquire thorough control of the tools of learning rather than merely to acquire facts.
 8. Introduce into academic work the method of creative expression, so that education shall be joyous.
 9. Abolish the tyranny of marks and examinations.
 10. The teacher should be a leader and a guide, not a taskmaster.
- This book, though immediately interesting to educators, is also suited to the intelligent lay reader.

The Round Table

Parenthood

The oldest of the occupations—The youngest of the professions

BY MARTHA SPRAGUE MASON

HE: "Oh, you musn't blame me for my ancestors."

SHE: "I don't. I blame *them* for you."

—*Boston Transcript.*

EACH generation blames its ancestors, and immediate ancestors have a way of criticizing their descendants. The general public is quite impartial in its judgment on all generations under discussion. This "dear, absorbing, exasperating section of society," as Joseph Lee describes young folks, is perennially giving its elders trouble, largely because of these same elders who entered a professional field without having attended so much as a "prep" school, to say nothing of having taken the MA and the PA degree.

The president of the National Congress of Parents and Teachers, Mrs. S. M. N. Marrs, wrote recently to state presidents as follows: "We must keep ever before us one of the aims and purposes of our founders, an educated parenthood. Is it too much to hope that during the present administration this vital part of our program may go forward until in every one of our local groups a definite program of parent education is developed?"

Parent education is a "vital part" of the Congress program because parents are those who start the child in his life habits of body and mind, and also because the Congress has a cooperative plan of work, and there can be no effective partnership between home and school until the parents measure up to the teachers in a sincere effort to study, understand, and meet the needs of the children. Teachers are trained for the profession of teaching. The great mass of parents are as yet untrained for their self-assumed task of mothering and fathering. It is impossible for parents and teachers to find a common path of progress in their

work for children unless both members of the partnership are guided by the best information available in this twentieth century.

It is quite evident that professional parenthood is just in its infancy. Otherwise there would be small need of criminal courts, penitentiaries, insane asylums, and the thousand and one charities which make such inroads on our purses. A high school girl of seventeen was sentenced to a term in the reformatory. She had stolen two fur coats from schoolmates. She kept one coat and sold the other in order to buy new clothes. Two sets of parents may have been responsible for the terrible price this girl paid for her love of finery—perhaps of the beautiful. Had her own parents been wise in parenthood they would have taught the lesson that the really beautiful and lasting things of life come not through personal adornment, but through the unfolding of the mind and spirit. The well-to-do parents of the girls who wore expensive clothing to school paid little heed to the possible heartaches of less well-to-do schoolmates, and the temptations placed in their way.

Besides these two types of unthinking parents there are many others. Mrs. T. Grafton Abbott, a mother of five children, and a member of two parent-teacher associations, as well as Clinical Psychologist at the Judge Baker Foundation, Boston, has given years of study to "problem parents," from the period when Adam and Eve failed so in their parenthood that one of their sons became the slayer of his brother. She divides "problem parents" into twelve types:

1. The ignorant and neglectful type, which furnish the most pitiful and dramatic examples.
2. Nervous parents—those who have fears and project them on their children.

3. Those who are all absorbed in their own interests.

4. Those more interested in other children than in their own.

5. The over-indulgent parent.

6. Parents with discipline that varies.

7. Nagging parents—more dangerous than any other type.

8. Parents whose lack of compatibility causes friction in the home.

9. The indifferent type.

10. Those whose punishment is not definite—punishment that fits the crime often accomplishes much, but wrong punishment may act as a boomerang.

11. Parents who have too high standards and are too ambitious for their children.

12. The dominant type—those who try to gratify their own ego without recognizing their child's ability.

Thirty-one years ago the National Congress of Parents and Teachers began to develop in the fathers and mothers of America a sense of the great responsibilities of parenthood and of the enormous possibilities of improving the race and all the conditions of life, through a study of the child and his needs. Since the year 1897 there has been a great awakening. Organization after organization has followed the lead of the Congress and has placed the child "in the midst." The main emphasis of the century will be laid on the child and the importance of knowing how to give him a fair chance. The state branches of the Congress are rapidly forming study groups and are working with foundations, universities and colleges, and state boards of education to establish definite, authoritative courses for parents. Every local association can, and ought to, do something to raise the level of parental training in its own community. The National Congress of Parents and Teachers, with its National Bureau of Parental Education, is organized to help all members who want to study to be better parents. Your state branch will make the connection between your local association and the National Bureau.

It is only by struggle that we arrive at any desired goal. We can't even play a good game of golf or bridge without long application and effort. But there is great enjoyment in successfully meeting and solving problems. Mark Twain confesses in his "Autobiography," "My mother had a great deal of trouble with me, but I think

she enjoyed it." If we may judge by the later accomplishments of her troublesome Samuel, it is safe to conclude that Mrs. Clemens found a way of conquering difficulties, if not by book knowledge, then by common sense. A five-foot shelf of books on child training is of little help to those who are lacking in that most uncommon quality, but the experience of the laboratory and the opinions of students of child life are a great reinforcement to those who are so fortunate as to have a good supply of it.

The value of common sense is well brought out in a story which was told at a Child Study dinner:

A negro woman who had been particularly successful in bringing up her children was asked by a curious visitor what her secret was. Without hesitation the dusky mother replied:

"Wa-al, yuh see, Ah nevah had no education so Ah jest nachally had to use mah brains."

A fine mixture of book knowledge and common sense provides a splendid foundation for building the strong bodies and active brains to which every individual child is entitled as working capital. More than that—it may create the "climate" of the home which is so important to all healthy growth. President Marsh of Boston University lays strong emphasis on the atmosphere which the ideal home should have. He says "If only parents could know from the beginning what some of them never learn and what others of them learn too late, that they should create in the home such an intellectual and social and spiritual climate that the ideals of character will flourish normally and naturally—an atmosphere where honesty and love and reverence and loyalty and industry and intelligence and the moral sense and courage and justice, self-control and patience will normally and naturally come into flower and fruitage."

When parents have learned this lesson—the hardest lesson of all—then America, the richest nation in the world in material possessions, will use her wealth for the enrichment of human life.



Editorial

Reciprocity

IN October we discussed CHILD WELFARE's ideas of service. At the opening of the New Year let us talk a little of what you can do for CHILD WELFARE. And that you may check the list and begin work at once, let us consider each item in order.

I. *Read It.* Do not glance hastily at the pictures and then add it to the pile of magazines on the living-room table, to be looked into again "when you have the time," but read it as a man reads his business journal. That is what it is to you, parents, teachers, workers for childhood.

II. *Study It.* Note where it helps you, where it fails you. Mark what you note in it that does not please you; write down what you would like to see in it and do not find. And then send your conclusions to the Editor's Desk. Perhaps you have not time to write a formal letter; never mind; the editor knows you are busy. Jot down your ideas on a school tablet or a half sheet of the letter that just came, slip it into an envelope and mark it "Personal." We cannot get together to talk things over, but this is the next best plan, if we can make it informal enough. So many people think that editors like nothing but sugar-plums. That is a great mistake. We need a balanced ration and a proper amount of seasoning, such as is sometimes supplied by pepper—or even vinegar. It is just as interesting and important to read of what you do not like as of what pleases you.

III. *Remember,* in your criticisms, whether they are made to yourself, to your neighbor or to us, that CHILD WELFARE is trying to serve: (1) parents in the home; (2) teachers in the school; (3) citizens in the community; (4) preschool grade school and high school and rural associations; (5) study circles in the three grades; (6) libraries. With our limited space it is im-

possible to serve *all* of these interests *all* of the time, but we can and do reach each one of them *some* of the time. Remember, too, that CHILD WELFARE is not merely something to be read; it is a working manual. If you read an article one month, do not wait for the next issue to bring you another one for your perusal; find out what the first one advised you to do, put it into effect, and the chances are that you will be so busy that two or three months will slip by before you need a new line of activity.

Parents and teachers must be "doers of the word and not hearers only." CHILD WELFARE is useful only in so far as it stimulates to action. There are many fine publications which will give you ideas—the best in the world today. CHILD WELFARE comes to try and tell you what to do with them, to open channels through which the stream of wisdom may flow to set in motion the wheels of progress in a simple home or in a rural school or in a great state organization. The test of its value is not how much do you *know*, but what have you *done*, because you have read it.

IV. *Tell People About It.* The Congress has no great system of publicity and promotion for its publication, but like a well-known food for children, "we are advertised by our loving friends." It is the voice of a vast army, the friends of childhood, and every Congress unit should be a broadcasting station for it, until it is heard in every Congress home.

V. *Write to Our Advertisers.* Ask for the further information they offer you. Show them that parents are concerned to get the best things for their children and want to hear about them. Our growing subscription list brings more advertising and that in turn means a larger, more attractive magazine. Let us help each other.—M.W.R.

HAPPY NEW YEAR!

Parent Education Courses

PREPARED BY GRACE E. CRUM

Associate Manager, Bureau of Parental Education

BASED UPON

- I. YOUR GROWING CHILD, by *H. Addington Bruce*
- II. EVERYDAY PROBLEMS OF THE EVERYDAY CHILD, by *Douglas A. Thom*
- III. ON BEING A GIRL, by *J. E. Gibson*; FATHERS AND SONS, by *S. S. Drury*

Study Program I, Lesson V

For First Year, Preschool and Grade Study Groups

BASED ON "YOUR GROWING CHILD"

CHAPTER XII. THE ÆSTHETIC NEED

QUESTIONS

1. An appreciation of the beautiful in nature and art may be developed in the child through his æsthetic capacity. Discuss ways and means that can be used by parents to help the child develop a love for nature; music; painting; sculpture; literature. Pages 121-122.

2. As the vitamins make for bodily health, so the arts aid in mental well-being. Explain. Page 122.

3. The intellectual, spiritual, emotional, æsthetic and physical capacities of one's nature are interrelated. Why is mental well-being dependent upon the spiritual, emotional, æsthetic and physical phases? Page 122.

4. In carrying out the æsthetic need, of what value is a hobby? What was Rodgie's hobby? Pages 123-124.

5. During our working hours, we do the thing we have to do; during our leisure time, we may do the thing we love to do. Discuss the development of our æsthetic capacity, during our leisure time. Pages 124-127.

6. How did primitive man satisfy his love for the beautiful? Page 128.

7. From your own experience, how has art with its emphasis on ideal values, helped to counteract materialistic views of life? Pages 129-131.

8. Why is it necessary to develop a love for the beautiful in the preschool child? Page 131.

CHAPTER XIII. ART IN THE HOME

"Good music, with good books and pictures must be rated among the prime psychic necessities of the young."—H. A. BRUCE.

QUESTIONS

1. How do the material surroundings of the home influence the child? Page 132.

2. If one wishes to cultivate a love for the beautiful, how shall he proceed? Pages 133-135.

3. Tell of the influence of color. What color or color combinations would you use in a north room? in a south room with many windows? Pages 135-137.

4. What is the effect upon the individual if the rooms of the home are crowded with furni-

ture and cluttered up with ornaments? Pages 137-139.

5. Describe a well-furnished home; a well-furnished child's room. Pages 138-141.

6. The pictures that a child sees daily upon the walls of his room have a subtle influence. Discuss. Pages 141-144. Name some classic pictures for children.

7. Why is it important to provide a place in the child's room for his toys and books? Pages 144-145.

CHAPTER XIV. CHILDREN'S READING

QUESTIONS

1. Of what value to the child are good fairy tales? myths? nursery rhymes? riddles? Pages 146-152.

2. What sort of books should the child's library contain? Page 152.

3. Why should a child, at an early age, become familiar with fine poetry? Pages 152-155.

4. What are the benefits to be derived from a study of biography? Pages 155-157.

5. A library may create a generalized love of reading or a thirst for knowledge of some special sort. Discuss. Pages 158-160.

CHAPTER XV. STORY TELLING

QUESTIONS

1. What benefit does a child receive from well-told stories? Page 161.

2. What are the requisites of a good storyteller? Pages 161-165.

3. Tell of the different kinds of stories which children like at different ages. Pages 165-166.

4. How may story-telling be made to foster good reading? Page 166.

5. Tell of the direct benefits to be gained from the children's reading hour, in which father and mother take part. Pages 166-168.

REFERENCES for Chapters XIV and XV.

The Training of Children in the Christian Family, by L. A. Weigle. Chapter IX, Developing a Taste for Good Reading.

Roads to Childhood, by Anne C. Moore.

What Shall We Read to the Children? by C. W. Hunt.

Study Program II, Lesson V

For Second Year, Preschool and Grade Study Groups

BASED ON "THE EVERYDAY PROBLEMS OF THE EVERYDAY CHILD"

BY DOUGLAS A. THOM, M.D.

CHAPTER X. FEAR

"The timid, shrinking, cowardly soldier was not made on the battlefield, but in the nursery."
—DR. THOM.

"Do not minimize, criticize or ridicule the fears of childhood. They are deserving of your intelligent interest and sympathetic understanding."—DR. THOM.

QUESTIONS

1. Name fears that have constructive elements; name those that have destructive elements. Page 150.
2. Name fears that have become intellectual; name those that are emotional. Page 150.
3. John B. Watson says that infants have only two instinctive fears, fear of falling and fear of a loud noise. Other fears, he states, are due to fear transference. Explain. Pages 151-152.
4. There are two types of fears, the objective and the subjective. The objective fear has to do with things seen and heard, the subjective fear is the product of the child's imagination. Give examples of each. Page 151.
5. Why is it wise to encourage the child to discuss his fear freely rather than to say, "Don't think of it"? Page 153. What part do imagination, imitation and suggestion play in the fears of childhood? Pages 155-156.
6. Discuss the harmful effects of using fear as a method to obtain obedience. Pages 156, 159-160. Discuss ways in which a child may react to this kind of treatment. Page 158.
7. Discuss types of fears that are essential to the self-preservation of the child. Pages 152, 157. Why is it not desirable to create an atmosphere of ever-present danger in the life of the child? Pages 157-158.
8. Why is it harmful to cause the child to be afraid of the doctor or the policeman? Page 161.
9. To what extent should fear be a factor in guiding conduct and stimulating us to meet our moral obligations? Pages 161-163.
10. Why are subjective fears which are the product of the child's imagination harder to eradicate than objective fears? Pages 163-164.
11. The lines in the most familiar children's prayer, "If I should die before I wake, I pray the Lord my soul to take," have been known to induce fear. These lines may be changed to, "Thy love go with me through the night, and wake me with the morning light."
12. Why are children afraid of the dark? How may this fear be overcome? Pages 164-166. See also "The Child: His Nature and His Needs." Pages 43-45.
13. Discuss how fear operates for good in the life of the adult; how it operates for evil. Pages 166-167.

REFERENCES

The Child: His Nature and His Needs, published by The Children's Foundation. See pages 43-45.

The Inner Life of Childhood, by Frances Wickes. Chapter VIII.

Personality and Social Adjustment, by E. R. Groves. Chapter VI.

Your Growing Child, by H. Addington Bruce. Chapter III.

CHAPTER XI. JEALOUSY

"It is the jealous child who becomes the jealous man or woman."—DR. THOM.

"Jealousy is not an inheritance; it is usually the result of selfishness, which means faulty training."—DR. THOM.

QUESTIONS

1. Why does jealousy work injury to the individual? What other undesirable emotions follow as a result of jealousy? Page 168.
2. Is jealousy a normal reaction in the small child? Page 168. Is it natural to desire to repress this emotion? If so, how would this work for harm? Page 169.
3. The conduct of different children due to the same underlying cause of jealousy may be quite different. Discuss and explain. Page 170.
4. How can jealousy toward a new baby be prevented? Pages 174-175. A child sometimes becomes jealous of the affection shown by one parent for the other. How would you deal with such a situation? Pages 175-176.
5. Why is it wrong to praise one small member of the family much more than another one? Page 177.
6. Why is a child who has not developed interests outside of himself or who has been prevented from making social contacts outside the home, apt to be jealous? Page 178.
7. Is it probable that the child who has been taught to share his toys and playthings will become jealous? Pages 179-181.
8. Discuss jealousy on the part of the adult. Pages 179-181. When was the time to have prevented this trait?

REFERENCE

The Nervous Child and His Parents, by Frank Howard Richardson. Chapter V.

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Study Program III, Lesson V

For High School Groups

BASED ON "ON BEING A GIRL" AND "FATHERS AND SONS"

CHAPTER XVII. SOCIAL CUSTOMS—GENERAL PRINCIPLES

"Society has only one law, and that is custom. Even religion is socially powerful only so far as it has custom on its side."—HAMERTON.

QUESTIONS

1. "Conventionalities include those general forms of conduct on which the people of the world have come together, agreements have been made as to the best type of human relationships with all the experience of the past as a guide." Why are conventionalities invaluable? How may they block progress? Page 153.

2. How may we help our girls to find their way through present-day shifting social standards? Page 154.

3. "Etiquette includes the detailed way of doing things which are accepted as good form." How can we help girls to see that outward form and inward sincerity must go together? Since good manners are the "outward and visible sign of an inward and spiritual grace," we should emphasize kindness as a motive rather than what is "considered proper."

4. Social customs have grown out of the world experience to make the relations between human beings: (1) comfortable and convenient; (2) pleasant and charming; (3) safe. Give illustrations under each group. Page 156.

5. From what source do our various social customs come? Why are they important? Pages 157-158.

6. Social customs differ according to time, place, and circumstances, but fundamental principles underlying them do not change. Discuss. Pages 159-161.

CHAPTER XVIII. THE STUDY OF SOCIAL CUSTOMS QUESTIONS

1. "Adolescence is the period of greatest social interest, and this interest should be satisfied." What can we as parents do to provide suitable social activities for our young people? Page 162.

2. Of what importance are social forms? Page 162. What agency or agencies are responsible for the manners or the social graces of our young people? Page 163.

3. Discuss the correct social form for young people and adults, in their association in the home, the school, in public places and in business. Use outline given on pages 164-165. See also pages 173-174.

CHAPTER XIX. SOME COMMON PROBLEMS QUESTIONS

1. How shall we teach our boys and girls to show respect for older people? Pages 167-168.

2. Discuss courtesy between boys and girls. Page 168.

3. What is the principle back of chaperonage? Why is it desirable that high school parties be chaperoned? Pages 167-173.

CHAPTER XX. SOCIAL CUSTOMS—SUMMARY QUESTIONS

1. Under what circumstances will young people heed the judgment of older people? Pages 175-176.

2. When should girls decide social questions for themselves? Pages 176-177.

3. Discuss social barriers which protect girls. Pages 177-178.

REFERENCE. See pages 179-180.

SUPPLEMENTARY. FATHERS AND SONS, by Samuel S. Drury.

Chapter V. AXIOMS OF THE HEARTH—to be reviewed by a class member.

STRIKING THOUGHTS OF THE CHAPTER

"The business of parenthood is a career in itself."

"Supporting a family by our toil is no more important than upholding it by our influence."

"Our best influence comes by doing and not by talking."

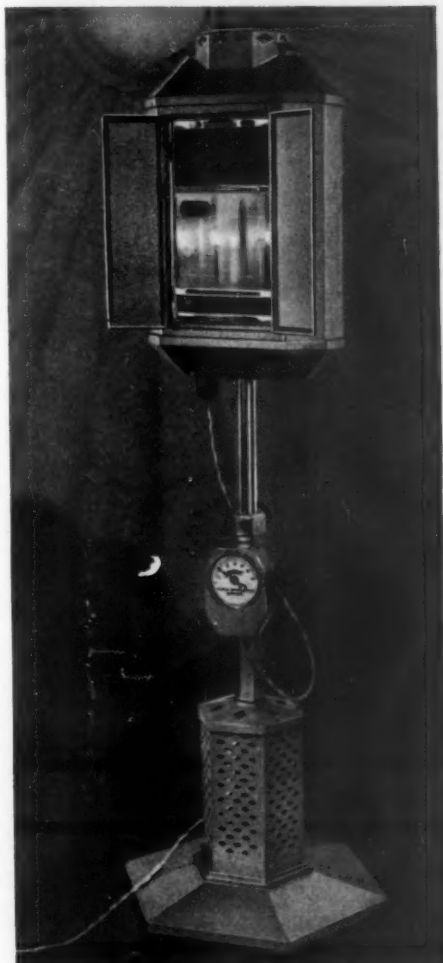
"East, west, home's best."

High School Parties

RECENTLY Joseph Lee talked with a leader in the Parent-Teacher Association who was one of a group of mothers who together had arranged to have parties for their daughters confined to Friday and Saturday nights. The definite hours for the parties had also been fixed, and the mothers took turns in seeing the girls home, one mother for each neighborhood. In a public address before this Parent-Teacher group, Mr. Lee suggested that there ought to be a study among the mothers as to what rules they should make as to nights, hours, and other conditions for their daughters' parties.

In one community near New York City where the same principal has been in charge of the high school for a great many years, the women teachers of the high school have taken a great interest in the parties and have arranged to go with the girls to the trains, for in this particular community many of the girls come to the high school parties by train. If for any reason the trains are not running or are delayed the school teachers have taken groups of girls to their own homes, and there is a very fine relationship between the girls and their teachers and the girls' mothers.

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In writing to Advertisers, please mention CHILD WELFARE MAGAZINE

Just for Mothers

By EVELYN D. COPE, A.B.

EDITOR'S NOTE.—Address all questions for this Department to "Just for Mothers," care of CHILD WELFARE. If a personal reply is desired, enclose stamped, self-addressed envelope.

QUESTION—"My neighbor gives her daughter a dime every time she washes the dishes. Should children be paid for work done in the home?"

It is because of love that the home comes to be. It has been said that love makes the home and friendship keeps it up. "It is instinct in the human race to make others happy, and to be happier because of their happiness."

With these sentiments in mind, service in the home takes on a dignity and becomes a joy. Our own attitude toward work has much to do with the child's viewpoint of his task. Why is it a drudgery to serve some people and a privilege to help others? Parents should cultivate the thought, "It is wrong not to rejoice every hour of the day, in the sun, and the sky and the work there is to do."

Give the child a small allowance. The amount should be determined by her needs. From this she should be expected to pay for pencils, paper and inexpensive school supplies. Dues for school clubs and savings bank deposits should also come from this fund. Leave a small margin for her to use as she wishes. In this way she learns the value of money and develops independence in the matter of spending.

Labor deserves a just reward. If we are willing to take the time and make the effort to sew we are rewarded with a new garment. If we study and read we are recompensed for our efforts by a full, rich life. Children can be taught this principle.

However, we must not allow the result of work to be so far in the distant future that it loses its appeal. If son does his lessons he may have an interesting book to read. If daughter keeps her room in order she may have a new dresser scarf. In replenishing the wardrobe, mother says to the child who is neat and clean, "I like to buy pretty things for you. You take such good care of them and always look so nice." The child learns that there are finer rewards than those of money, and her little allowance gives her a chance to have some use of money.

Encouragement and approval prompted by love are fine incentives to work. You are building well for the future if you teach the child that today's work must be better than that of yesterday.

QUESTION—"For years I have been telling or reading my son stories. Now he is older and demands more than I have time to give. What shall I do?"

Happy is the child whose mother has furnished him such a rich and wholesome mental life. He is old enough now to read some simple stories. Your librarian will be glad to give you a graded list for children of different ages.

Have the child tell you some stories he has

been told. Get him to read and then tell the story to you or to father when he comes home.

Let him draw pictures with crayons of the stories he knows, or cut them from colored paper. Pictures from magazines can be cut out and put together to make a story. The child should now be encouraged to give back that which he has received.

Be glad that he has this interest, which if properly cultivated will enlarge his vision and understanding as he grows older. But he must not be selfish and make unreasonable demands upon you. Appreciate his efforts to respond and show an interest in the stories he tries to tell. Read "Children's Book Week," October; "Weaving the Background," November, CHILD WELFARE.

QUESTION—"My daughter always insists upon choosing what dress she is to wear to school. I think she should wear what I lay out for her. Am I not right?"

If a child has two or three school dresses there is no harm in letting her decide each day which one she will wear. Of course, you would not allow her to wear the pink silk party dress as it would not be appropriate. But if she is happy today in the red jersey and tomorrow wants to wear the blue flannel and the next day has a fancy for the green sweater with the butterfly skirt, why deny her that joy? She is learning to make her own decisions, and where choices are within the range of good taste you will be helping her in self-development.

Too often we ask things of children which are arbitrary. We thwart the child and make him refrain when it sometimes is not necessary. We want to please ourselves and justify our conduct by, "I know what is best for him." Let us decide in terms of good sense. There is too much training along the lines, "Thou shalt not."

QUESTION—"Jean, aged twelve, is taking music lessons. Father openly discourages her, saying, 'It is too hard on her.' Consequently, she does not want to practice. What can I do about it?"

First consider the question of her health. If she is not well it would be better to build her up physically. If she is in good health and able to carry the work, then we can eliminate the statement, "It is too hard on her."

Practice requires a certain amount of concentration, effort and mental discipline. She may be trying to escape that, and is clever enough to protect herself with father's, "It is too hard on her." Parents are an interesting study. Some are too severe and others deceive themselves with a false love for the child to the point where they would spare him every effort and struggle.

Father and mother should strive for unity. It is not to be expected that a man and a woman should agree on everything or always have the same viewpoint, just because they are married. In differences they may retain their own ideas but respect each others' viewpoint. In matters concerning the children, however, there should be a unity of purpose. Even if it is impossible to come to an agreement, parents should refrain from expressing their differences in the presence of the child.

In this instance it would be wise to have a talk with father and face the problem. You need his cooperation and he probably does not realize it. Neither is he aware of the fact that his remarks give the child an excuse from avoiding an appointed task. Tell him you need his advice, understanding and help. The task of being a parent is no life of ease, but still a most interesting one. It takes the best brains of both. The one person most needed by mother is father.

SIX HOME SAFETY LESSONS PUBLISHED BY THE
NATIONAL SAFETY COUNCIL, 108 EAST
OHIO STREET, CHICAGO

(See article on page 265)

A PROGRAM

Lesson I. The House We Live In. Covers the various hazards existing in the home, including dangerous domestic activities. It must be presented by a homemaker who has the reputation for being orderly and who can present her ideas effectively.

Lesson II. Outguessing the Child. This includes a study of the child's natural instincts and a method of safety instruction for the mother to follow. It enumerates the many grave results that have occurred because of failure in recognizing the child's natural desires and insatiable curiosity. This lesson, of course, must be given by a parent who is raising or has raised children.

Lesson III. Electricity and Gas—Their Use and Abuse. This lesson reveals to the homemaker her ignorance of these two common household servants. Instructed by a public utilities representative or engineer familiar with electrical and gas equipment, she is especially interested in this portion of the course.

Lesson IV. Flaming America. Fire, uncontrolled, is a devastating enemy. This fact is elaborated upon, and when presented by a representative of the fire department, fire insurance or underwriting organization is of intense interest to the housewife.

Lesson V. When Accidents Occur. What to do the first few moments after an accident, the most critical ones for the injured person, would be explained fully by a physician, a Red Cross First-Aid expert or a member of the Visiting Nurse Association.

Lesson VI. Accidents—A Community Problem. Directs and encourages future attention to all forms of community accident prevention. A safety engineer or member of a local safety council is suggested as a speaker for this concluding session of the course.

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confers upon children who are malnourished, underweight and not progressing healthfully.

If you have been intending to put your child on cod-liver oil—give *Scott's Emulsion*. It's delightfully palatable and children like it.



Scott & Bowne, Bloomfield, N. J.

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We will gladly send free to any registered nurse a cake of "Derbac" Soap (usual price 25c), also the new "Derbac" Comb (usual price \$1.00) for 70 cents in either coin or stamps.

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PHILADELPHIA



Out Among the Branches



HOPEWELL TOWNSHIP SCHOOLS HAVE CONSOLIDATED THROUGH THE EFFORTS OF P.-T. A.

In January, 1926, a Parent-Teacher Association was organized in HOPEWELL TOWNSHIP, PA., which took in twelve schools. As this was an entirely new organization about which very few people knew anything, the first great task was to acquaint them with its aims and purposes, and have them become interested. This was done by very carefully planning the monthly programs, by giving them what we thought they would be interested in and was of vital importance to the parents as well as the children both at home and at school. In this we were successful. We could not hold the meetings in any of the school buildings, but had to find larger quarters, holding them in the different churches throughout the township, which proved very satisfactory. We were fortunate from the start in having the hearty cooperation of the school board, which to a large degree determined the success of the organization.

We decided to take up something worth while as our objective during the school term of 1927-1928—the consolidation of all the schools in the township, which we deemed necessary for both the health and education of the children. Accordingly, most of our programs were built around that one great aim. Dr. Lee L. Driver, of the Department of Public Instruction, who was with us at our January meeting and again in April, greatly enlightened the people as to its possibilities and what it would mean to the children within its bounds. Although there were quite a few of the taxpayers who strenuously opposed it, the question of floating a bond issue for that purpose was voted on at the primary election in April, and the largest number of votes in the history of the township was cast, with the result of almost a "two to one" vote in its favor.

Accordingly, the school board set to work laying plans for its erection. They have purchased four acres of land along the highway, and erected an eight-room, two-story, brick-cased building with all modern conveniences.

The contractor is making rapid strides towards its completion, and the schools will open about the middle of October or first of November in the new building. There will be five large buses to carry the children to and from school. We feel this is one big step towards the betterment of education.

LENA E. GORSUCH.

PARENT EDUCATION IN IOWA

The DES MOINES public schools have opened three courses for the education of parents.

Through the efforts of the Parent Education Committee of the Des Moines Council of Parents

and Teachers, forty-six study classes for parents have been organized, with a membership of more than 1,200.

Miss Bess Park, supervisor of kindergartens and parent education in the Des Moines schools, is in charge of these courses, and under her capable supervision this project of Parent Education has become one of the strongest educational endeavors in this city.

Mrs. C. L. Minnis is in charge of the registration of the parents for these classes, and to her efforts is due the interest which has resulted in the large attendance.

This is the sixth year that groups of parents have studied preschool problems, but it is the first year that parents of children of grammar and high school age have met for organized study.

The first course deals with the study of the child from birth to six years. In this course the original endowment of the child, how he learns, how his habits are formed and how he adjusts himself, are the points to be considered.

In the second course the instructor deals with three problems of the child from six years to ten years; obedience, child fatigue and childhood imaginations.

The third course deals with the preadolescent period and will include a study of the emotional development, discipline, use of money, self-expression, adjustments in social groups, mental hygiene, sex education and some phases of vocational guidance.

In the past summer six mothers and four teachers were sent from this city to the State University of Iowa to take a six weeks' course in Parent Education, and these are to be the leaders in the classes during the coming winter.

Des Moines is fortunate in having for its superintendent of schools a man with a vision, J. W. Studebaker; also a Board of Education that believes in an "investment in human bonds."

"FULL SPEED AHEAD!"

The Parent-Teacher Association of CHILTON FALLS COUNTY, TEXAS, was organized by Miss Gladys W. League, teacher of the sixth and seventh grades. At the time of our organization, Chilton had one new brick two-story school with five classrooms, auditorium and music room. There were ten grades taught by a faculty of five teachers. The school did have a Webster's unabridged dictionary in each room, but it did not have a library, shades, jacketed stoves or maps. It was not even a classified school.

At that first meeting we set for our goal affiliation with the State University, adding the eleventh grade, library, shades, laboratory, pictures, maps and a nine months' school.

In the fall of 1916 we gained our first goal, the adding of the eleventh grade to our high



How many more this year?

EACH year as your community grows school enrollment increases. More youngsters each year studying, romping and playing their way through childhood.

How many more in school this year? There will be that many more on the playgrounds next spring.

And when spring comes on the playgrounds there must be fun enough to go around for all the extra youngsters.



Plan Now with the help of the Medart Catalog

In the new Medart Playground Apparatus Catalog over thirty pieces of playground apparatus are illustrated, described and priced. It is not a bit too early to be planning now for next spring and you will find the Medart Catalog a big help in planning. Send for a copy of the new Medart Playground Apparatus Catalog today.

Fred Medart Manufacturing Co.

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For 55 years Makers of Gymnasium Apparatus and Playground Equipment

In writing to Advertisers, please mention CHILD WELFARE MAGAZINE

school; a very small laboratory for physics and about \$200 worth of books for the library. How we did work! Carnivals, dinners, plays, sales of aprons, sales of bonnets, sales of poultry—anything to raise money. The harder we worked, the larger and better grew our school.

In 1920 we had an Art Exhibit. The children became enthusiastic and helped us. Several pictures were given and we bought others, until every room had one or more worth-while pictures. We also bought maps for every room. That year we gained classification of grade B.

Twice we have had the Interscholastic League Meet, and the money made selling the guests dinner went to the laboratory and library.

By this time our school had become so crowded that the need of a new building became apparent. In 1920 Mr. W. H. Walker became our superintendent. He asked us what we thought of a new high school building? Our P.-T. A. was most enthusiastic. By dint of much campaigning, we had a successful bond election, and in 1922 we opened school by dedicating a new two-story high school with special rooms for library and laboratory.

We made ourselves responsible for a greater laboratory and library, and for maps and shades for the new building. We have also bought a new piano for the grammar school and two Victrolas. Several times we have bought football and basket-ball equipment for boys and girls. We have swings and seesaws on the ground. We have had a few trees planted, benches built and gravel in front of each building.

We sponsored the movement and lead the campaign that raised our taxes to \$1.00 on the \$100 valuation.

Today we have sixteen affiliated credits, which entitles students who graduate to enter any college or university of the state. We are housed in two well-equipped school buildings. The high school auditorium stage has a drop curtain and scenery suitable for local talent plays. Last year we aided the grammar school in its efforts to secure a separate library.

Last year we sent our president, Mrs. J. H. Featherstone, to the ninth district convention, we were the first local association to pay our dues in the Falls County Council, and we are members of the National Congress of Parents and Teachers.

This year we are stressing the improvement of the grammar school. We shall endeavor to install some new playground equipment and build up the library. We have fifty members enrolled and we have eleven paid-up subscriptions to CHILD WELFARE.

We have elected Room Mothers for each room in both schools, whose duty it is to arouse parents to an interest in the school and get as many out at each meeting as possible. The room in each school that has the largest percentage of parents present is permitted to keep a banner until defeated by some other room in that building.

MRS. T. J. ADAMS, *Cor. Sec'y*,
MRS. DAVID DE GRAFFENREID,
N. H. MARTIN,

Publicity Committee.

"Simple Lessons in Human Anatomy"

Teachers! Here is material that will be invaluable in health teaching. This remarkable series on the structure and functions of the body will begin in the January issue of *HYGEIA*, The Health Magazine, and will run for twelve months.

Parents! Couldn't you do a better job of being a parent if you knew more about the little human machines under your care? Dr. B. C. H. Harvey's fascinating series will really be a course on the human body.

Other Health Features

Overcoming Noise in the Home, A Physical and Mental Tonic, Parents' Mistakes, Are High Heels Harmful? Unkinking the Mind, Health and the School, and Answers to Health Questions are among the many practical, authentic health features for the January *HYGEIA*. The coupon will bring you 6 numbers at a special introductory price. (*HYGEIA*'S regular rate is \$3.00 a year.)

6 Months for \$1.00!



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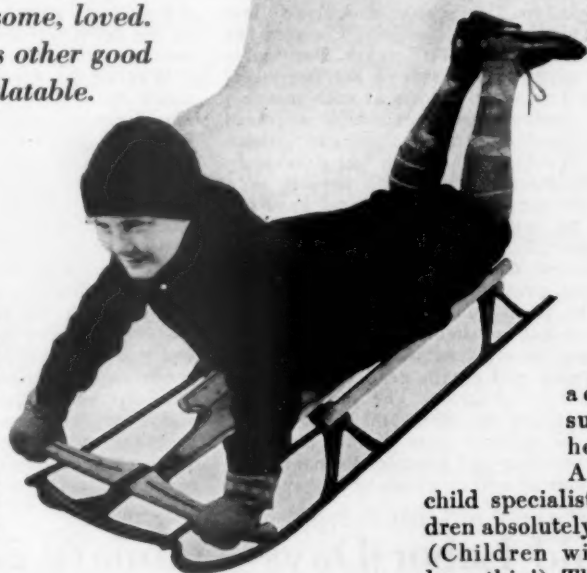
Name

Address

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Children's Food needs Sugar

☞ *Sugar is a natural flavor.
Pure, wholesome, loved.
And it makes other good
foods palatable.*



addition of
sugar—which
he also needs.

An eminent
child specialist says, "Children absolutely need sugar!"
(Children will delight to
hear this!) This means that

candy, cookies and other simple sweets are
useful foods and that sugar is the nutritious
flavor to other necessary foods.

FORTUNATELY, children aren't afraid of "spoiling their boyish figures" if they eat. They aren't afraid to eat enough. They even aren't afraid to overeat. Their energetic bodies soon burn up the fuel—and they are usually hungry by next meal-time. Yet, many a child isn't eating enough—in variety if not in quantity. What is the reason?

Haste, maybe. Not enough time before school for a real breakfast; lunch is hurried; then by dinner the child is too tired through a day's starvation to eat well . . . or perhaps the food doesn't "taste" good. Or it isn't the right sort.

It isn't the child's fault if he is undernourished. And it isn't fun. He tires too soon. He can't play so long. He needs a few pounds overweight (eminent physicians affirm this!)—then he'd have a distinct advantage over his thinner companions. But undernourished, he can develop diseases too easily, especially tuberculosis.

Sensible, regular feeding, is the rule. You know this, to be sure. You know that if a child is healthy, he gains regularly. Yet this means that he must eat and enjoy his special "quart of milk a day" (two or three glassfuls, and the rest in other servings) . . . and his vegetables, fruits, cereals, eggs, and light desserts.

How to eat and enjoy them? By the

Sugar with his breakfast fruit—and the applesauce. Then he will eat more fruit. Sugar with his cooked cereal—he will like sprinkling it on. Or stewed fruit is good on his cereal. Remember sliced oranges and bananas with sugar or shredded cocoanut on top of them. Sugar with milk and egg and vanilla in an egg-nog (this takes care of both milk and egg). Or use some of that "quart of milk a day" in cocoa for him, tapioca, junket, blanc mange, rice pudding. . . . Add sugar to the vegetables—peas, carrots, tomatoes. He will say, "I like these!" And you will share his liking the improved flavors.

Sugar is a natural flavor. Pure, wholesome, loved. So teach the child to eat enough of the varied foods he needs—the good vitamin, health foods—sweetened, if necessary, for real enjoyment. The Sugar Institute, 129 Front Street, New York.

In writing to Advertisers, please mention CHILD WELFARE MAGAZINE

SUGAR RUN Parent-Teacher Association, OHIO.—In order to enroll members for this year, we had the teachers give each pupil a written notice asking their parents to join by sending or bringing 20 cents for State and National dues per year, and our 193 members were largely enrolled in response to these notices, only a few having joined later. In order to raise money for our local work, we depend on the free-will offering taken at every meeting, business or social. Of course at the social meetings the collection is larger, especially when refreshments are served.

Our business meetings cover any needs we may see about our own school, and also follow the general plans of the National Congress as outlined in the *Ohio Parent Teacher*. Our Secretary always gives us a report of the last meeting, and the Treasurer reports at each meeting our income and expenditures. Also at these meetings the President often has selected articles from *CHILD WELFARE* which she has previously asked special members to read; in this way those who do not get the magazine have an opportunity to benefit by these articles. The President generally reads the State President's message from the *Ohio Parent Teacher*.

At the social meetings entertainment was furnished by the pupils under direction of their grade teachers and assisted by the public school music teacher. At the first meeting under this plan, the seventh and eighth grade pupils gave an Armistice Day program. The second social meeting was given by fifth and sixth grade pupils, and the greater part of this program honored Washington and Lincoln. Probably one more entertainment will be given by the younger

pupils, taking in the first to fourth grades. Light refreshments were served by the P.-T. A. mothers of the pupils of the grades entertaining. Our entertainments always brought out large crowds, as each pupil generally had at least one parent in the audience, and large crowds meant better cooperation for future meetings, and larger contributions. There was also a Christmas entertainment and sale which took in the entire school, each grade singing a Christmas carol, after which the sale was opened. The parcels and sweet shop were donated by the pupils, their parents and friends.

We celebrated Founders' Day jointly with three other Pomeroy Associations and our share of the collection amounted to \$4.05, which was sent in to the State Treasurer.

We bought nets for the school playground, tuned the school piano, placed cinders on the school grounds, assisted the Toy Band, supplied the school medicine cabinet and made a contribution to the State Relief Fund for Suffering Children and to the State Convention at Athens. On Teachers' Day we entertained our eight teachers at dinner at a local tea room.

We still have about \$100 in our treasury, and contemplate purchasing some playground equipment, such as slides or swings for younger grades.

We believe the financial end of our association has not been the most important part of it, and that what we have accomplished in getting better acquainted with our school, our teachers, the aims of the National Congress of Parents and Teachers through the use of the State and National magazines, and getting better acquainted with one another, fostering a better community spirit, is the best thing we have done.

Child Labor Days—January 26-27, 1929

With the National Child Labor Committee, we believe that the following standards constitute the minimum of protection which should be provided for all children:

MINIMUM STANDARDS FOR THE EMPLOYMENT OF CHILDREN

- I. No child under fourteen years shall be employed at any gainful occupation.
- II. No child under sixteen years shall be employed:
 1. At any work or in any place dangerous, injurious or hazardous.
 2. After 7 at night or before 6 in the morning.
 3. For more than 8 hours a day, 6 days and 48 hours a week.
 4. During school hours, unless the child has completed the 8th grade or its equivalent.
 5. Without a work permit issued upon the following conditions (except that no work permit is to be required for domestic service or agriculture):
 - (a) A promise of employment showing nature of work.
 - (b) Proof of age.
 - (c) A school record showing that the educational requirement has been met. (This may be waived when the public school is not in session.)
 - (d) A certificate of physical fitness from an authorized physician.
- III. No child under eighteen years shall be employed at any work or in any place dangerous, injurious or hazardous for children under eighteen.

"What the best and wisest parent wants for his own child, that must the community want for all its children."—John Dewey.

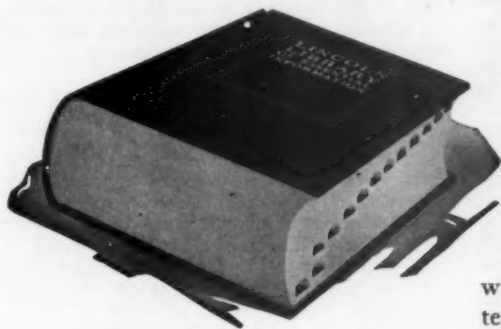
BEGIN THE NEW YEAR

By Equipping Your Home to Cooperate with the School

Your children today are required to find facts on hundreds of subjects that had no place in the school room even 10 years ago. They need sources of information outside the textbook. It is a serious handicap to lack them—a wonderful advantage to have the best.

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Lafayette Bldg., Buffalo, N. Y.

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Its thousands of subjects are organized for maximum helpfulness in school work.

Every part is made instantly accessible by a simple, effective index.

Its language is plain, direct, straight to the point.

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• More Valuable Than Any Encyclopedia

For a single volume, The Lincoln Library contains an almost incredible amount of information—authentic, vital, essential. As a well-known architect has written, "perusal fills one with increasing respect as its unique and ingenious structure is revealed."

"As a reference book, I consider it superior to anything I have ever seen, and in my opinion it will prove far more valuable to the average person than any encyclopedia."

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National Office Notes

BY FLORENCE V. WATKINS, *Executive Secretary*

Among recent visitors to the National Office has been Mr. Benedicto M. Imperial of the Bureau of Education of the Philippine Islands. He has secured his Master's Degree in education from the College of the City of New York and is returning home to resume his work. Mr. Imperial is interested in organizing a territorial parent-teacher association in the islands.

Mrs. Thomas M. Reynolds, of the Panama Canal Zone, also visited the office to secure information to assist the locals there.

The National President, Mrs. Marrs, spent three weeks with us during September and many board members called on their way to the meeting in Charleston, S. C. Mrs. Marrs was with us again for a few days in November.

In November also we had our annual visit from the "International Institute" group of Teachers' College, Columbia University. Forty-eight men and women from England, Japan, Palestine, Haiti, Germany, India, Philippine Islands, Latvia, Syria, China, Korea, Porto Rico, West Africa, South Africa, Cuba, France, Austria, Chili, Hawaii, Yugoslavia, Czecho-Slovakia and Switzerland came into the office of the Executive Secretary in relays of twelve and for five minutes were told of the work of the National Congress of Parents and Teachers. Many asked questions, but the visit was too short to do more than give a bird's-eye view, as it were. The International Federation of Home and School was brought to the attention of the group, and each student was given a set of our material.

The other day the writer saw again that charming book prepared some years ago by Sarah J. Eddy, called "Friends and Helpers." It is filled with stories children would love to hear and mothers would enjoy telling. Ginn & Co. are the publishers and the price is \$1.00. Anyone who knows Miss Eddy will know that these stories are all about animals. As the introduction states, "The thoughtless child makes the selfish man or woman, and selfishness lies at the root of crime. 'Evil is wrought by want of thought as well as want of heart.'"

In the "Survey of the Educational Market" prepared by the publishers of "Normal Instruction—Primary Plans," are some statistics on public school systems that will be illuminating to parents and teachers alike. In an article on page 8, "What Parent-Teacher Associations Mean to Advertisers," is found quite a bit of parent-teacher history.

Last month in Office Notes mention was made of the sets of charts now on sale at the National Office—12 charts for \$10.00. Later an attractive broadside showing the text of the twelve on one sheet (28" x 35") was printed. Ten copies of the broadside will be furnished free with each set

of charts purchased. The number of sets is limited so it will be wise to order as early as possible.

The Illinois Congress of Parents and Teachers is taking a decided step toward securing an informed membership. Within two months district conferences are being held in each of the twenty-one districts of the state, at which schools of instruction are being conducted. Programs have been received in the National Office from two of the districts. If all of the programs are as excellent as these two, Illinois may well be proud of the work being done.

From another state has come a letter showing the far-reaching effects of the Columbia parent-teacher courses. The writer says:

"As I settle down to a winter of hard work, I am cheered and encouraged by the inspiration received in the parent-teacher courses at Columbia last summer, and the many pleasant contacts made there. I am happy to pass on much of my parent-teacher helps to organizations throughout the county. As a result of my course at Columbia, I have had a number of invitations to speak before other organizations. A daily paper has invited me to write up the Columbia work for the parent-teacher page.

"I am on the state committee for Negro parent-teacher work, and last Sunday afternoon I organized a Negro parent-teacher association. Sunday is the best day for them to meet, and if a parent-teacher association is not a sacred, holy work, what is it?

"My pastor has agreed to deliver a sermon to the teachers of the county on Teachers' Sunday, as he did last year, and we plan to have on the platform our county board of education and seven members of the state executive board who live here. Last year we had nearly six hundred teachers present to hear the sermon."

It looks as though this one person were initiating a splendid program for the year.

You all remember what a struggle we had to get the Maternity and Infancy Law, known as the Sheppard-Towner Act. The appropriations for this Act cease in July, 1929. In order that the splendid work inaugurated under this bill may not cease, the Newton Bill has been introduced in Congress, known as H. R. 14070, creating a Child Welfare Extension Service in the Children's Bureau. Each person who believed in and supported the Sheppard-Towner Bill should study what has been accomplished under that measure and also what the Newton Bill proposes. The National League of Women Voters, 532 Seventeenth St., N. W., Washington, D. C., has a packet which it sells for 30 cents which gives full information on the subject in general and the Newton Bill in particular. Why not order a set today, study it and be ready when the call comes for action?

An interesting sheet appeared in the National Office mail the other day. At the top of the first page was an underscored line, "Keep This in Your Telephone Book for Reference!" Then followed "William Cullen Bryant Parent-Teacher Association," and a statement that the meetings are held the fourth Monday of each month at 2.30 P. M. in the school auditorium, with a board meeting at 1.30 P. M., preceding the general meeting. Next was a statement of the tentative program for the year and the names, addresses and telephone numbers of the officers, teachers and chairmen of standing and special committees. Isn't this a fine dodger? We like it. But—you are all asking *where* is the William Cullen Bryant Parent-Teacher Association? And that is just what *we* asked. Nowhere on the sheet could we find where this progressive group was located! Fortunately the envelope had not been destroyed, and we found that this exceptionally fine sheet had been printed for an association in Montecarlo, W. Va.

With thousands of little "six-year-olds" entering school for the first time next fall, it is essential, says the Children's Bureau of the U. S. Department of Labor, that parents realize the importance of the preschool age, both in regard to the standards of care that should be maintained at that time and the results in later life of careful preschool training.

The standards of care necessary for the mental and physical welfare of the little runabout and the things that parents should do to main-

tain these standards are portrayed in an interesting manner in a *film strip* (this is *not* a film), a series of pictures with explanatory captions, just released by the Bureau, entitled *The Preschool Days of Betty Jones*.

The story shows how Betty's mother not only planned a well-regulated babyhood for Betty, but also carefully planned her preschool days, so that at the age of six she scampers off to school, a healthy, happy child—fully equipped to cope with this new phase of life.

Proper habits of cleanliness, the right kind of food, regular sleeping hours, daily sun baths, wholesome recreation, physical examinations, with an extra one when the child is ready to enter school, immunization against diphtheria, and vaccination for the prevention of smallpox are some of the things stressed as the foundation for a child physically fit to start to school.

Of equal importance is the character training, the doing of the things which will cultivate a good disposition which, according to a caption in the film strip, "depends largely on the habits formed during the preschool age."

Suggestions are given for teaching the child to be neat and systematic, to have loyalty and consideration for others, to confide in his parents when things go wrong, and to be truthful and generous. Group play and sharing his playthings with his playmates are cited as means of teaching a child to be unselfish.

A study of this *film strip* might be an excellent way of interesting parents in the Summer Round-Up of the Children.



The greatest educational experiment ever conducted

11,000 children and 232 teachers in twelve cities took part in a ten weeks' test—the greatest single experiment ever conducted in education. 5,500 pupils taught with the aid of *Eastman Classroom Films* gained 33% more in geography and 15% more in general science than an equal number taught without them.

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Eastman Teaching Films, Inc.
SUBSIDIARY OF EASTMAN KODAK COMPANY
ROCHESTER, N. Y.

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From Neighbor Mexico

OUR GOOD WILL MESSENGER

OUR Magazine is well known from coast to coast, from the Canadian border to the Gulf and Rio Grande; it is known, too, in practically all of our territories and island possessions; but, we wonder how many of our subscribers know that in addition it is the monthly GOOD WILL MESSENGER of the NATIONAL CONGRESS OF PARENTS AND TEACHERS to the following countries:

| | | | |
|-----------|-------------|----------------|-----------------|
| Argentine | Denmark | Italy | Panama |
| Australia | East Africa | Japan | San Jose, S. A. |
| Brazil | England | Liberia | Scotland |
| Bulgaria | France | Malatia, S. S. | South Africa |
| Canada | Germany | Mexico | Sweden |
| China | Holland | New Zealand | Switzerland |
| Cuba | India | Paraguay | Syria |

THE CLASSES

The States have been divided into five classes according to membership.

- Class 1. States having more than 50,000 members.
- Class 2. States having between 23,000 and 50,000 members.
- Class 3. States having between 12,000 and 23,000 members.
- Class 4. States having between 5,000 and 12,000 members.
- Class 5. States having less than 5,000 members.

The subscription campaign awards will be based on number of subscriptions received for the period, April 1, 1928—March 31, 1929. The States ranked as follows on November 30, 1928:

| CLASS 1 | CLASS 2 | CLASS 3 | CLASS 4 | CLASS 5 |
|-----------------|------------------|-------------------|---------------------|-------------------|
| 1. Illinois | 1. Iowa | 1. Arkansas | 1. South Dakota | 1. Arizona |
| 2. California | 2. Kansas | 2. North Carolina | 2. Connecticut | 2. Montana |
| 3. New York | 3. Minnesota | 3. Oklahoma | 3. Rhode Island | 3. New Mexico |
| 4. Texas | 4. Colorado | 4. Mississippi | 4. District of Col. | 4. South Carolina |
| 5. New Jersey | 5. Georgia | 5. Florida | 5. Idaho | 5. Hawaii |
| 6. Pennsylvania | 6. Tennessee | 6. Oregon | 6. Vermont | 6. Louisiana |
| 7. Michigan | 7. Indiana | 7. Nebraska | 7. West Virginia | 7. New Hampshire |
| 8. Missouri | 8. Wisconsin | 8. Kentucky | 8. Virginia | 8. Wyoming |
| 9. Ohio | 9. Washington | 9. Massachusetts | 9. Maine | 9. Utah |
| | 10. North Dakota | 10. Alabama | 10. Maryland | 10. Nevada |
| | | | 11. Delaware | |

PARENTS AND TEACHERS

Prepared under the auspices of the

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Edited by **MARTHA SPRAGUE MASON**

The first general summary in book form of the
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Price per copy **\$2.00**

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